REPORT RESUMES

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POST HIGH SCHOOL PLANS AND FACTORS ASSOCIATED WITH COLLEGE SELECTION FOR DELAWARE HIGH SCHOOL SENIORS, 1966.

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DESCRIPTORS- *JUNIOR COLLEGES, *STUDENT CHARACTERISTICS, *COLLEGE BOUND STUDENTS, SOCIOECONOMIC INFLUENCES, HIGHER EDUCATION, SECONDARY SCHOOL STUDENTS, QUESTIONNAIRES, DELAWARE,

THIS IS A STUDY OF WHO GOES TO COLLEGE, WHY HE CHOOSES A PARTICULAR COLLEGE, HIS INTEREST IN A LOCAL 2-YEAR COLLEGE, AND THE COURSE IT SHOULD PROVIDE. OF SIX VARIABLES RELATED TO POST-HIGH SCHOOL PLANS (SEX, ACADEMIC ABILITY, SOCIOECONOMIC STATUS, COLOR, RESIDENCE, AND KIND OF HIGH SCHOOL), THE FIRST THREE WERE MOST INFLUENTIAL. A QUESTIONNAIRE, SENT TO 49 PERCENT (3,476) OF THE STATE'S SENIOR HIGH STUDENTS, SHOWED THAT (1) ABOUT HALF PLANNED ON COLLEGE AND A FIFTH EXPECTED TO WORK, (2) WHITE MALES WITH HIGH GRADES AND HIGH STATUS FAMILIES WERE MOST LIKELY TO PLAN ON COLLEGE, (3) CAREER BETTERMENT WAS THE PREFERRED REASON FOR POST-HIGH SCHOOL TRAINING, (4) ABOUT HALF THE STUDENTS PLANNED TO ATTEND A COLLEGE WITHIN THE STATE, (5) PARTICULAR COURSES AND HIGH ACADEMIC RATING MOST INFLUENCED THE CHOICE OF A COLLEGE, (6) HIGH ACADEMIC STANDING WAS A COLLEGE'S MOST IMPORTANT ATTRIBUTE, (7) DELAWARE UNIVERSITY ENJOYED A HIGH REPUTATION, THE STATE COLLEGE AND THE ONLY JUNIOR COLLEGE SLIGHTLY LESS, (8) FEWER THAN TWO-FIFTHS WERE INTERESTED IN A LOCAL TWO-YEAR COLLEGE, AND (9) OF THESE, THREE-FIFTHS EXPECTED VOCATIONAL TRAINING. AMONG THE INCIDENTAL FINDINGS, IT WAS OBSERVED THAT SELECTION OF A COLLEGE DEPENDS ON MANY FACTORS, SOME HAVING LITTLE TO DO WITH EDUCATION ITSELF--EITHER ITS EXCELLENCE OR ITS UTILITY. (HH)

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Post High School Plans and Factors Associated with College Selection for Delaware High School Seniors, 1966

A REPORT PREPARED FOR THE DELAWARE HIGHER
EDUCATION AID ADVISORY COMMISSION

UNIVERSITY OF CALIF.
LOS ANGELES

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October 1966

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CHAPTER I

PURPOSE OF THE STUDY

In the companion volume* to this report, it was shown that Delaware's population has increased significantly in recent years and is expected to continue to grow, at least into the forseeable future. Paralleling this increase in population has been the substantial growth in college and university enrollments. For example, the number of full-time undergraduates enrolled in Delaware institutions of higher education increased from approximately 2,000 in 1952 to slightly more than 6,900 in 1966. This was more than a threefold increase in 15 years. From projections made in the study, it was also shown that Delaware full-time undergraduate enrollments are expected to continue to increase to approximately 13,700 by 1975.

Although these projections indicate a rather substantial anticipated increase, it is necessary to keep in mind when interpreting these data that the projections were made under the assumption that the proportion of high school graduates which attend out-of-state institutions will remain approximately the same during the projection period. In a recent report prepared by the State of Delaware Department of Public Instruction, it was shown that of those who went to college about one-half of the 1965 high school graduates (excluding Wilmington) were attending out-of-state institutions. Little is known in a systematic way as to why Delaware exports such a large proportion of its college students. With increasing costs and institutions in other states also experiencing substantial "growth pains," this pattern could well change. Obviously, if more Delaware high school graduates decide to attend local institutions rather than out-of-state schools the projections could be significantly affected. Further, recent approval by the State legislature to create two publicly supported two-year institutions will also have an effect on future enrollments in Delaware. The extent and manner of the impact is difficult to determine at this time because the programs are presently being developed. For these reasons, it was decided that in order to more adequately plan for future higher educational facilities in Delaware additional information needed to be generated concerning the post-high school plans of Delaware youth. The development of these data constitutes the purpose of this research.

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*Brown, C. Harold, Demographic Factors Associated with Higher Education in Delaware and Enrollment Projections from 1966 to 1975, Division of Urban Affairs, University of Delaware, October 1966.

This study, then, is the second phase of a two-part research design. The first part involved a study of demographic factors which were related to the potential number of students who may attend institutions of higher learning in the State. This included a forecast of full-time college and university undergraduate enrollments in Delaware institutions of higher education to the year 1975. The second part of the research, reported in the present study, involves an examination of post-high school plans for a sample of Delaware high school seniors. The focus of the study centers on the questions of who goes to college, where do they plan to attend, and what are the factors involved in the selection of a school.

The general scope and content of the present project may be outlined as follows:

1. An analysis of post-high school plans of Delaware high school seniors.
2. Of those who plan on post-high school training, an examination of where they plan to attend and reasons for selection of the particular college which they plan to attend.
3. To ascertain students' interest in attending a local two-year institution and the courses which they would be interested in taking.
4. An investigation of the high school seniors' perception of Delaware institutions of higher education.
5. A determination of the characteristics of colleges which students consider most important when selecting a school.

This research is an effort to provide the Higher Educational Aid Advisory Commission of Delaware with information and analyses which have a bearing on the state's future needs for higher educational academic facilities.

CHAPTER II

PREVIOUS RESEARCH

Much research has been done by sociologists, educators, and guidance personnel concerning post-high school plans of youth. Most of the studies have dealt with the question of who goes to college, but little has been done with regard to the question of why a particular school was selected. In this review both areas of concern will be investigated.

Further, very little research has been made on the subject of students' motives for deciding to continue or not to continue their education. A study made by Beezer and Hjelm (2, p.11) reveals that the most common reasons for going to college are to prepare for a vocation, to get a liberal education, to make more money, to be independent, to enjoy school, and to make friends and helpful connections. Berdie (5, p.140) and Slocum (26, pp.588-589) found that among students who plan to go to college, those who go for academic or vocational reasons are more likely to carry out their plans than those who go for reasons such as financial rewards or to satisfy social or athletic aspirations. In the Beezer and Hjelm study (2, p.12), they also found that among students who do not plan to go to college the reasons most frequently stated are to be independent and to start making money.

Significant Variables

Many factors may be related to the decision-making process among young people as they make post-high school plans. The attributes of sex, color, academic ability, socioeconomic status, place of residence, and type of high school which the student attended are variables which have a high probability of being sociologically significant as they relate to the student's post-high school plans. In general, these are the variables which are herein reviewed.

Sex

Ample evidence supports the position that the college-going patterns of males are substantially different than those of females. Berdie and Hood (7, p.116) and Beezer and Hjelm (2, p.4) found that male students were much more likely to be planning to go to college than were female students. Sewell (24, pp.24-38) has observed that differences in college plans exist not only between the sexes, but in each sex category as well. Socioeconomic status and intelligence seem to explain most of the variation of college plans among female high school students. Among boys, however, community of residence is the major factor which accounts for much of the difference of college aspirations. The failure of able rural and farm boys to plan on college contributes to most of the variation of college plans between communities. Intelligence and socioeconomic level accounted for little of the difference of the college aspirations of male high school students. Several studies have indicated that students who plan to attend college tend to change over the four-year period in high school. This change, however, assumes a different trend for each sex. According to Cutright (11, p.296) and McDill and Coleman (19, p.915), the motivation of males to go to college is high through all four years of high school while the level of female intention steadily declines over the same period.

Color

Most of the studies found in this review did not consider color a major variable. Therefore, little research has been reported which examines differences between and among racial categories. Beezer and Hjelm (2, p.20) found that a significantly greater proportion of white high school students went to college than did Negro high school students. Interestingly enough, this same study showed that there was only a slight sex difference in the porportion of male and female Negro graduates who enrolled in college, the percentage being slightly higher for girls. Among whites, however, the percentage of male students who enrolled in college was substantially greater than the percentage of female students. Middleton and Grigg (21, p.352) had similar findings even when rural-urban differences were compared across color and sex categories. A significant difference was found in the college plans of urban and rural students for white males and females but not for Negro males and females. In other words, Negro educational aspirations remained fairly constant between urban and rural areas, while the educational aspirations of whites greatly increased from rural to urban areas for males and females. These findings suggest that not only does a smaller proportion of Negroes go to college than whites, but also for the Negroes there was little difference between males and females and between students who lived in rural and urban areas with regard to their post-high school plans.

Academic Ability

Regardless of how academic ability is measured, most studies have shown this to be one of the more powerful predictors of post-high school plans. Sewell and Armer (25, p.164), Berdie and Hood (7, p.79), and Little (17, p.30) found that from approximately three-fifths to four-fifths of the high ability students plan to attend college. Berdie (5, p.105) concluded that the highly capable students plan on college almost twice as frequently as do students in general. However, Michael (20, pp.592-593) shows that although a very large proportion of the high ability students are college bound, this proportion varies considerably within the high ability group itself. Michael's study indicates that other factors beside intelligence and scholastic achievement, such as family status and high school climate, also influence post-high school plans. These other variables will be considered subsequently.

Socioeconomic Status

In most of the studies reviewed, the occupation and education of the parents were used as indicators of the family's socioeconomic status. In studies made by Ezell and Tate (14, pp.220-221), Schwarzweller (23, p.255), and Slocum (26, pp.558-589), it was found that students who come from higher status homes are much more likely to go to college than are students from lower status homes. In each of these studies, however, the effect of the parental socioeconomic status on college plans becomes less important as the ability and achievement of the high school students increases.

Place of Residence

One of the major concerns of a number of studies is the difference between urban and rural students and their college aspirations. Findings by Berdie (5, p.113) and Elder (13, p.33) indicate that farm-reared youth were much less likely to plan to go to college than were nonfarm youth. In more general terms, Sewell (24, pp.27-28) concluded that the proportion of high school seniors planning on college tends to increase as community size increases. In these studies it was also found that the community of residence has a differential effect on the post-high school plans of males and females. That is, urban young men were much more likely to plan on college than were rural young men. On the other hand, the relationship between community of residence and college plans for girls was very small. In another study, Sewell and Armer (25, p.164) investigated the effects of community environment or "neighborhood context" on students' educational aspirations. The authors concluded that neighborhood context explained very little of the variation in college plans once the variance due to sex, family socioeconomic status, and intelligence was eliminated.

Proximity to a College

It is generally assumed that nearness to college opportunities increases college attendance among high school students. Findings from studies made by Sewell (24, p.35) and Little (17, pp.39-47) indicated that there was no clearcut relationship between college attendance and the proximity of institutions of higher learning to the homes of students. This was particularly true for students who planned to attend a four-year institution. On the other hand, Beezer and Hjelm (2, p.32) found that approximately three-fifths of the students attending junior colleges lived within easy commuting distance of the colleges they were attending. These findings suggest that the degree of relationship between college proximity and college attendance appears to be dependent upon the type of college present in a community and the extent of the education sought by the residents.

High School Characteristics

Size. Slocum (26, p.587) concluded that there was a definite tendency for students in larger schools to plan on college more frequently than those in smaller schools. Coleman (10, p.271) found that the proportion of college-bound boys is generally higher in larger schools than in smaller schools, while the reverse is true for girls; college-going tends to be higher among girls in smaller schools than in larger schools. Little (17, pp.17-18), however, suggests that when variations due to the occupational and educational backgrounds of the parents are eliminated, then the difference in school size does not appear to be an important factor.

Teachers and Guidance Counselors. Information dealing with the degree of influence of teachers and guidance personnel on the decision of high school students who go to college is very limited. Beezer and Hjelm (2) concluded that decisions made by the majority of students concerning post-high school education were relatively uninfluenced by teachers and guidance personnel. The influence of teachers and counselors seems to be especially weak among the youth who did not plan to attend college.

School Environment. Although the evidence is inconclusive, Dole (12, p.566), McDill and Coleman (19, pp.122-123), and Slocum (26, p.587) have claimed that variation in college entrance rates among schools is in part due to differences in high school environments. The high school "climate" is thought to be independent of the individual attributes of any senior attending that school. Michael (20, pp.585-595) found that although the educational milieu does exert some influence on college attendance rates, these rates are still best predicted by individual ability and family background. He concluded that knowledge of the educational climate merely reinforces the predictability of a student's college plans; knowledge of a high school context is useful in explaining why similar individuals in different environments arrive at different decisions. Wilson (27, pp.836-845) came to an even stronger conclusion when he stated that differences in school contexts significantly affect the educational aspirations of high school boys when relevant "personal variables"--father's occupation and education, mother's education, school grades, and IQ scores--were controlled. Coleman (10, pp.115-117) found that over the four-year period of the high school education, the factors that make schools different have a greater impact on girls' college intentions than on boys'. Coleman claims that the college plans for girls are highly influenced by the high school climate. In some high schools college attendance has high prestige for girls, while in others it has little. Coleman contends that there is a decided distinction in the minds of most high school students between scholastic achievement and college attendance. One does not necessarily relate to the other; the first is an academic orientation, while the second is a social orientation.

Peer Groups. The relationship between peer-group influences and educational aspirations appears to be complex and difficult to analyze. For example, in a study by Haller and Butterworth (15, pp.289-295) the correlations between pairs of persons who chose each other as best friends and their levels of aspirations were so inconsistent that the authors were forced to reject the hypothesis that peers tend to influence each other's level of educational aspiration. Data from a study made by Alexander and Campbell (1, pp.568-575) indicate that friendships, and especially reciprocal friendships among male high school seniors, affect both college plans and attendance. His findings indicate that a student is more likely to say that he plans to attend college or even expresses a desire to go, even though he does not really expect to attend, if his best friend plans to go to college. In support of these findings Coleman and McDill (18, pp.905-915) have similar evidence from their studies which indicates that peer-group status influences college plans. For example, students with positive college plans are more apt to gain prestige in a high school peer-group system than were those with negative college plans. Conversely, throughout the four years of high school, those students in high status positions in the peer group are more likely to change to a positive orientation toward college than a negative orientation. This is particularly true in those high schools where college attendance is highly valued and social status in school becomes an important factor in helping to explain the variation of college plans among students.

Summary

From the above review of the literature, various factors were found to be related to college attendance. These include sex, intelligence, socioeconomic status of the family, color, place of residence, proximity to college, and type of school from which the student graduated. Of these factors, the variables of sex, academic ability, and socioeconomic status of the family seem to be the most powerful predictors of post-high school plans. The other variables appear to have a secondary or reinforcing effect on the decision-making process among high school youth.

The preceeding pages are by no means exhaustive of the information presently available on the post-high school plans of youth, but it is felt to be representative. Some of the research may not be directly relevant to this project, but the decision was made to include them in the review. This survey of the literature has been presented as a prologue to give the reader some indication of the varied types of work that have already been done and to thereby help form a general background of knowledge. In this way it is hoped that the following study on post-high school plans among Delaware high school seniors will be more meaningful and significant.

CHAPTER III

METHODOLOGY

Research Design

It was decided that the best procedure for accomplishing the objectives of this analysis would be to administer a questionnaire to a sample of Delaware high school seniors in the State. A schedule of questions was designed and pretested by personnel from the Division of Urban Affairs of the University of Delaware. This instrument was constructed so as to elicit information from the high school seniors concerning what they planned to do upon graduation from high school and the reasons for the particular decisions which they made. For that part of the sample which planned to take post-high school training, questions were designed in order to learn where they planned to attend and reasons for selection of a particular school. Included in the schedule were questions concerning the students' interest in attending a local two-year institution and what courses they would be interested in taking. A series of questions were also included in an effort to determine the high school seniors' perception of Delaware institutions of higher education. Finally, items were included in the questionnaire to learn from the students what attributes of a college they considered important when selecting a school.

Sample Description

In March and April of 1966 the questionnaire was administered to seniors in 27 high schools in Delaware. It was felt that by the end of March the majority of the seniors would have formalized their post-high school plans. The high schools which were chosen by use of a table of random numbers constituted a 50 percent sample of all the public and private secondary schools in Delaware. In the sample there were 20 public high schools which had 2,883 seniors and 7 private and parochial schools which had 593 seniors, Table 1. The public school sample was stratified so as to have a 50 percent representation from each of the three counties in Delaware. This stratification was based upon the assumption that New Castle, Kent, and Sussex Counties represent distinct social and economic divisions of the State as well as geographic sectors. The private and parochial schools were not so stratified; however, because the vast majority of these schools are situated in New Castle County. The number of seniors actually interviewed amounted to about 49 percent of the estimated total senior high school population.

Sample Validity

In an effort to partially validate the data, findings from the present sample were compared with information on the 1965 Delaware high school graduates, Table 2. It was assumed that there would be little differences in the actual activities of the 1965 graduates and the anticipated activities of the 1966 seniors. It must be remembered that the information from the present study evolved out of what a sample of

TABLE 1

DISTRIBUTION OF THE SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY COUNTY AND TYPE OF HIGH SCHOOL, 1966

	Number	Percent
New Castle		
Public	1,769	50.9
Parochial	405	11.6
Private	135	3.9
Kent		
Public	583	16.8
Parochial	53	1.5
Sussex		
Public	531	15.3
TOTAL	3,476	100.0

Percents may not total 100 due to rounding.

1966 high school seniors say they plan to do. Data for the 1965 high school graduates report what they were actually doing after graduation. This information was developed by counselors from each of the high schools in the State, except for the schools in Wilmington, and was reported in a study prepared by Marion B. Miller of the State Department of Public Instruction.* When the data from each of these studies were compared the distributions are quite similar, Table 2. For example, 16 percent of the 1965 high school graduates were enrolled in the University of Delaware while approximately 20 percent of the 1966 high school seniors indicated that they planned to enroll in the University. From this it can be seen that the proportion of 1965 graduates which actually enrolled in Delaware was slightly smaller than the proportion of 1966 high school seniors which indicated that they planned to enroll in the University of Delaware. In the companion volume to this study, it was found that the proportion of 1966 high school graduates which enrolled in the University of Delaware was slightly higher than the previous year.

The proportion of 1965 high school graduates attending other four-year colleges was 19 percent; whereas, the proportion of the 1966 high school seniors who indicated that they planned to enter other four-year colleges was approximately 22 percent. The greatest discrepancy between the two studies was in the proportions in the employed category. Slightly more than two out of five of the 1965 graduates were employed, while

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*Miller, Marion B., Whereabouts of 1965 Graduates, State of Delaware Department of Public Instruction, March 1966

TABLE 2

COMPARISON BETWEEN WHAT THE 1965 DELAWARE HIGH SCHOOL GRADUATES WERE DOING AND WHAT A SAMPLE OF THE 1966 GRADUATES REPORTED THEY PLANNED TO DO

	Department of Public Instruction Study* (N=4,985)	Present Sample** (N=2,879)
	Percent	Percent
University of Delaware	16	19.8
Other 4-year colleges	19	21.9
Other post-graduate study	15	12.5
Employed (including military)	42	30.0
Married homemakers	3	-
Not employed, not known	5	-
Uncertain	-	15.7
TOTAL	100	100.0

*Data reported on study prepared by Marion B. Miller of the State of Delaware Department of Public Instruction entitled Whereabouts of 1965 Graduates, p. 3. Information in this study does not include Wilmington High School graduates.

**Those students who indicated they planned to attend college but did not specify the school were excluded from this table.

Percents may not total 100 due to rounding.

approximately three out of ten of the 1966 seniors indicated that they planned to go to work upon graduation from high school. Part of the variation can be accounted for by the fact that almost 16 percent of the 1966 seniors indicated that they were uncertain as to what they planned to do. Further, eight percent of the 1965 graduates were either married or unemployed, while none of the 1966 seniors were so categorized. It was assumed that most of the 1966 seniors who were uncertain as to what they planned to do would in all likelihood be either employed or married. If one accepts this assumption, then it may be concluded that there was a fairly good "fit" between what the 1965 high school seniors were actually doing and what the 1966 seniors indicated that they planned to do. These data then provide partial support to the contention that what the high school senior says he plans to do, does in fact materialize.

CHAPTER IV

POST-HIGH SCHOOL PLANS

In keeping with the objectives of this study the first part of the analysis deals with what the student plans to do upon graduation from high school. This includes not only a listing of the students' post-high school plans, but also an indication of persons whose advice the students cited as being most important when deciding what they planned to do and the perceived helpfulness of the guidance counselor. For those students who planned to take further training, an effort was made to ascertain the reasons for their decision. Similarly, for those who were not going on to school were also asked to indicate their reasons.

The distribution of what the students planned to do upon graduation from high school may be found in Table 3. For the total sample, slightly more than one-half indicated that they planned to go to college and an additional one-tenth planned to take some type of special training upon graduation from high school. The college-bound students included those who planned to attend both in- and out-of-state schools in junior as well as senior colleges. The "special training" category included students who plan to take some type of terminal education such as vocational training. Almost one out of five students indicated that they planned

T A B L E 3

POST-HIGH SCHOOL PLANS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY COUNTY AND TYPE SCHOOL, 1966

	Public											
	New Castle		Kent		Sussex		Private		Parochial		Total	
Plans	N	%	N	%	N	%	N	%	N	%	N	%
Work	300	17.0	153	26.4	136	25.7	1	0.7	84	18.3	674	19.4
College	962	54.4	243	42.0	220	41.6	133	98.5	279	60.9	1,837	53.0
Special Training	216	12.2	52	9.0	63	11.9	1	0.7	47	10.3	379	10.9
Military Service	146	8.3	78	13.4	52	9.8	-	-	24	5.2	300	8.6
Other	63	3.6	25	4.3	18	3.4	-	-	12	2.6	118	3.4
Uncertain	80	4.5	28	4.8	40	7.6	-	-	12	2.6	160	4.6
TOTAL	1,767	100.0	579	100.0	529	100.0	135	100.0	458	100.0	3,468	100.0

No information for 8 students.

Percents may not total 100 due to rounding.

to go to work when they finished high school and approximately one out of eleven planned to join the military service. The remaining eight percent was either involved in some other activity or was not sure what they planned to do.

When comparisons were made among students from the three Delaware counties and the different types of high schools substantial variations occurred. For example, more than one-half of the students attending public schools in New Castle County planned to attend college; whereas, slightly more than two out of five students in either Kent or Sussex County planned to attend college. In contrast, virtually all of the students enrolled in private schools (98.5 percent) planned to attend college upon graduation from high school. This compares with approximately three out of five students enrolled in parochial high schools. The reverse of this pattern prevailed when comparisons were made among those seniors who planned to either go to work or enter the military service. Students enrolled in Kent and Sussex County public schools were more likely to be planning to go to work or enter the military service than either the students in New Castle County public schools or those enrolled in private and parochial schools. Slightly fewer than one-fifth of the students enrolled in either the New Castle County public schools or the parochial schools planned to go to work upon graduation. Approximately one-fourth of the students attending Kent and Sussex County high schools planned to go to work. Only one of the students that was attending private school planned to go to work as soon as he finished high school. The proportions planning to go into the military service were smaller, but the pattern was essentially the same.

The general relationship that exists between type and location of high schools and college plans is as follows; private school students were most likely to be planning to go to college, the next largest proportion was among the students enrolled in parochial schools, and the students enrolled in public schools in New Castle County were more likely to be planning on college than the students in Kent and Sussex Counties.

When an examination is made of the relationships between post-high school plans and some of the variables found to be significant in the review of the literature, it can be seen that the data for Delaware support the findings of previous research. The attributes examined were sex, color, academic average, and socioeconomic rank of the students' family. These data were collated and may be found in Table 4. For example, almost three out of five males planned to attend college as compared to slightly fewer than one-half of the females. As was true in the previous research, more white high school students were planning to attend college than nonwhite high school students. The variables most strongly related to college plans were academic rank of the student and the socioeconomic rank of his family. Academic rank was derived by having the student indicate his average grade during his junior and senior years in high school and the socioeconomic index was developed by combining the rank of the head of household occupation and educational level. As would be expected, the proportion of students planning to attend college became progressively smaller as the academic averages ranged from A through D. For example almost nine out of ten students with A averages planned to attend college while approximately seven out

TABLE 4

POST-HIGH SCHOOL PLANS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY SELECTED CHARACTERISTICS, 1966

		Plans						
Characteristics	Total Number	College %	Work %	Special Training %	Military %	Uncertain %	Other %	Total %
Sex								
Male	1,829	57.4	12.7	6.9	15.9	5.6	1.5	100.0
Female	1,635	48.6	26.9	15.1	.4	3.5	5.5	100.0
Color								
White	3,120	54.2	19.2	10.2	8.8	4.1	3.5	100.0
Nonwhite	341	43.7	22.0	15.3	7.0	9.4	2.6	100.0
Grade								
A	206	87.9	6.8	1.9	1.0	0.5	1.9	100.0
B	1,214	69.4	14.5	7.8	2.9	2.1	3.2	100.0
C	1,863	41.9	22.4	13.7	12.4	6.1	3.6	100.0
D	155	17.4	32.9	14.2	19.3	11.0	5.2	100.0
Socioeconomic Rank								
Low 1	303	26.1	36.3	15.5	10.2	7.6	4.3	100.0
2	855	32.6	32.2	13.1	13.2	4.2	4.7	100.0
3	1,107	49.8	19.5	13.4	8.8	5.0	3.5	100.0
4	611	72.3	8.0	7.4	5.6	4.9	1.8	100.0
High 5	583	83.9	3.8	3.4	3.9	2.4	2.6	100.0

No information varies slightly for each characteristic.

Percents may not total 100 due to rounding.

of ten with B averages had similar plans. The proportions then dropped substantially when approximately two out of five students who averaged C in their last two years of high school indicated that they planned to attend college and fewer than one out of five students with D averages had similar plans. There was also a straight line relationship between socioeconomic rank of the family and the proportions of students planning to attend college. For example, approximately one-fourth of the students whose families were in the lowest rank planned to attend college; whereas, about one-half of the students whose families were in an intermediate position planned to attend college and more than four out of five students from highest ranked families planned to attend college. From these findings, it can be seen that the students most likely to attend college are white males with high academic averages and who come from families with high socioeconomic rank.

When the relationships were examined for those students who plan to go to work upon graduation from high school it could be seen that the distributions were almost the reverse of those who planned to go to college. For example the female is much more likely to enter the labor force than is the male upon graduation from high school and Negroes were in slightly greater proportions in the work category than the whites. Students with the highest academic averages were least likely to be planning to go to work while those with the lowest academic averages were most likely to be entering the labor force upon graduation. Those students whose families have low socioeconomic ranks were most likely to be in the work category while those students who come from families with the highest socioeconomic ranks were least likely to be planning to go to work. Those students who planned to enter the military service follow essentially the same pattern as was true for those students who planned to go to work upon graduation from high school.

Advisors

In an effort to learn from the students those persons who had an influence on them when making their post-high school plans, they were asked to indicate persons with whom they talked and whose advice they usually took. From the data presented in Table 5, it can be seen that approximately four-fifths of the students mentioned their parents. The father was mentioned slightly more often than the mother as being the person whose advice they usually took when making post-high school plans. About one-half of the students indicated that they talked with and took the advice of their guidance counselor. An additional one-sixth indicated their favorite teacher. Interestingly enough, approximately one-third of the students indicated that they took the advice of their best friend when making decisions about their post-high school plans. It should be kept in mind when interpreting these data that the student could mention more than one person. The usual pattern was that one of the parents would be mentioned in connection with someone else. It is somewhat surprising that approximately one-fifth of the students indicated that they usually did not take the advice of their parents when making post-high school plans and approximately one-half indicated that they did not take the advice of their guidance counselors.

TABLE 5

PERSONS WHOSE ADVICE STUDENTS USUALLY TAKE WHEN DISCUSSING POST-HIGH SCHOOL PLANS, FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS, 1966

	Number	Percent
Father	2,787	81.5
Mother	2,651	77.6
Guidance counselor	1,737	50.8
Best friend	1,110	32.5
Favorite teacher	538	15.7
Other relative	382	11.2
Principal	153	4.5
Someone other than above	231	6.8
Did not talk with anyone	60	1.8

Percents do not total 100 because more than one person could be mentioned.

There was no information on 59 students.

In this connection the students were also asked to indicate the extent to which the guidance counselors were helpful when they were deciding what to do after graduation, Table 6. When making their post-high school plans, approximately three-fifths of the students indicated that the guidance counselor was either very helpful or of some help. About one out of five students stated that the guidance counselor was either of little help or that talking with the guidance counselor was a waste of time. Slightly fewer than one out of five students did not discuss their post-high school plans with the guidance counselor. When the college-bound students were compared with those who did not plan to go to college some differences appeared.. For example, the college-bound students tend to find the guidance counselors more helpful in making their decisions than did those students who were not planning to attend college. For example, slightly fewer than one-half of the students who were not planning to attend college thought the guidance counselors were either of some help or very helpful. On the other hand, slightly more than three-fourths of the students who planned to attend college found the guidance counselor either very helpful or of some help. The major discrepancy between the college-bound students and those who were not planning to attend college was among those students who did not discuss their post-high school plans with a guidance counselor. Of those students who were planning to attend college slightly fewer than 1 out of 14 did not discuss their post-high school plans with a guidance counselor. At the same time, almost two out of five noncollege-bound seniors failed to discuss their post-high school plans with a guidance

TABLE 6

HELPFULNESS OF GUIDANCE COUNSELOR AS PERCEIVED BY A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY SELECTED CHARACTERISTICS, 1966

	Total Number	Very Helpful	Some Help	Little Help	Waste of Time	Did Not Discuss	Total
		--------------------Percent-------------------					
Plans							
College Bound	2,209	30.6	36.8	17.1	8.5	7.0	100.0
Noncollege	1,225	24.2	24.7	7.3	4.7	39.1	100.0
Total	3,434	28.3	32.5	13.6	7.1	18.4	100.0
Type School	---------------------College Bound--------------------						
Public							
New Castle	1,176	25.6	37.7	18.8	12.3	5.6	100.0
Kent & Sussex	574	43.6	35.2	11.0	2.6	7.7	100.0
Nonpublic							
Parochial	326	27.3	36.2	20.3	4.6	11.7	100.0
Private	133	26.3	38.4	21.1	9.8	4.5	100.0
Sex							
Male	1,173	33.9	37.3	15.8	6.8	6.2	100.0
Female	1,036	26.7	36.4	18.6	10.4	7.8	100.0
Color							
White	1,997	29.1	37.8	18.3	9.1	5.8	100.0
Nonwhite	209	44.5	27.8	5.7	3.4	18.7	100.0
Grade							
A	185	18.4	34.6	23.8	20.0	3.2	100.0
B	935	28.7	39.9	18.8	7.4	5.2	100.0
C	1,031	34.5	34.6	14.5	7.5	8.9	100.0
D	49	32.7	36.7	16.3	6.1	8.2	100.0

No information varies slightly by each characteristic.
Percents may not total 100 due to rounding.

counselor. From these data it would seem that the students who did not plan to attend college were far less likely to get help from the guidance counselor than were those students who planned to attend college.

For the rest of the analysis dealing with guidance counselors only those students planning to attend college were included. When comparisons were made among students attending high schools in each of the three counties, it could be seen that the students in Kent and Sussex Counties were more favorably disposed toward the guidance counselors than were those attending public schools in New Castle County. For example, approximately four out of five students in Kent and Sussex high schools found the guidance counselor to be either of some help or very helpful while slightly more than three out of five students in New Castle County schools were so inclined. Further, fewer than 3 percent of the Kent and Sussex County students thought discussing their post-high school plans with a guidance counselor was a waste of time while more than 12 percent of the students in New Castle public schools had similar feelings. Students enrolled in parochial and private schools had similar distributions on this variable with the exceptions that private school students were more likely to think talking with the guidance counselor a waste of time and more of the parochial students did not discuss their post-high school plans with the guidance counselors.

One should be careful when interpreting these data. The fact that one set of students was more favorably disposed toward the guidance counselor than others does not mean the counselors are doing a better job in one school than in another. From these data it would seem that students who come from higher status families tend to feel that they "need" the counselors less than students from lower status families. Differences among students from schools in the three counties may in part be due to the degree of urbanization in each county. That is, students with more rural backgrounds may feel a greater need for the guidance counselors than do students with greater urban exposures.

There was little difference between males and females with regard to the perceived helpfulness of the guidance counselors. The major difference was in the fact that approximately one-third of the male students found the guidance counselor very helpful as compared to approximately one-fourth of the female students. Negro students tended to be more favorably disposed toward the guidance counselors than were white students. More than one-fourth of the white students thought the guidance counselors were of little help or talking with them was a waste of time, while fewer than one-tenth of the Negro students had this orientation. On the other hand, fewer than 6 percent of the white students had not discussed their post-high school plans with their guidance counselors while almost 20 percent of the Negro students had not gotten help.

In general, students with better grades found the guidance counselors less helpful than did those students who had poorer academic averages. For example, approximately one-fifth of the students with _A_ averages found the guidance counselors to be very helpful while approximately one-third of the students with either _C_ or _D_ averages found the guidance counselors to be very helpful. On the other end of the spectrum, approximately one out of five students with A averages found talking with a guidance counselor a waste of time while only about seven percent of the B or C students had such a negative orientation. On the other hand, students with higher grades were much more likely to have discussed their post-high school plans with a guidance counselor than those with lower grades. For example, approximately three percent of the students with A averages had not discussed their post-high school plans with a guidance counselor while approximately nine percent of the C students had not discussed their plans.

Reasons for Decision

The students were asked to indicate their reasons for taking or not taking post-high school training. For those students planning further education, far and away the most important reason cited was to satisfy vocational aspirations, Table 7. More than one-half of the students indicated their reasons for going to college involved an opportunity to get a good job, to get the type of job they wanted, or to make more money. The reason which ran a poor second had to do with a scholastic or academic orientation. Approximately one out of seven students indicated that they were planning further schooling in order to learn more or to become better educated. Approximately one out of ten students indicated that they planned further training because it was the appropriate thing to do. That is, one should be educated in today's world. Fewer than three percent of the students indicated that they planned to take further training for altruistic or humanistic reasons. These students felt they could

TABLE 7

REASONS GIVEN BY A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS FOR TAKING POST-HIGH SCHOOL TRAINING, 1966

Reason	Number	Percent
Vocational preparation	1,192	55.0
Scholastic or academic orientation	307	14.2
Cultural propriety	221	10.2
Future security	168	7.7
Social mobility and prestige	92	4.2
Parental pressures	66	3.0
Broadening personal experience	63	2.9
Altruistic and humanistic orientation	60	2.8
TOTAL	2,169	100.0

No information for 47 students.

Percents may not total 100 due to rounding.

better help mankind if they were better educated. If one accepts the assumption that these data are an indication of the students' value orientation, one can easily conclude that ours is a highly materialistically oriented society.

Among those students who were not planning to attend college, the reason most often cited was that they simply were not interested or they disliked school, Table 8. This reason was given by approximately two-fifths of the students. Slightly fewer than three out of ten students indicated that they preferred to work rather than take further training. The reason given by approximately one-fourth of the students was that their grades were not good enough and an additional one-fifth indicated that they simply did not have enough money. The reasons mentioned by the rest of the students in their relative order of importance were as follows; they planned to train for a trade, enter the military service, had feelings of personal inadequacy, or had marriage or family obligations.

Summary

In this study slightly more than one-half the students indicated that they planned to enter college when they finished high school. Virtually all the students enrolled in private schools planned to attend college; students enrolled in public schools in New Castle County were more likely to be planning to attend college than were those students in Kent and Sussex Counties. As was true in the review of the literature, data from the Delaware sample indicated that males were more likely to be planning to enter college than females, and whites more frequently than nonwhites.

TABLE 8

REASONS GIVEN BY A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS FOR PLANNING NOT TO ATTEND COLLEGE, 1966

Reason	Number	Percent
Not interested or dislike school	346	40.2
Prefer to work	243	28.3
Grades not good enough	207	24.1
Financial problems	163	19.0
Training for a trade	116	13.5
Military service	113	13.1
Feeling of personal inadequacy	98	11.4
Marriage or family obligations	86	10.0
Other	35	4.1

Percents do not total 100 because more than one reason could be given.

There were 948 students who responded they never planned to go to college. Of these, 88 gave no reason why they did not plan to attend. There were 2,216 who planned to go to college and 312 who were undecided. Percents for this table were computed with 860 as the base.

Those students with high grades who came from high status families were more likely to be planning to attend college than any of the other categories. When discussing post-high school plans, seniors most frequently talked with and took the advice of their parents or the guidance counselor and in general the students found the guidance counselor quite helpful. However, persons planning to attend college were much more likely to have discussed their post-high school plans with the counselor than were students not planning to attend college. The reason most frequently given for taking post-high school training was to satisfy vocational aspirations, and for those who did not plan further education the reason most frequently cited was that they were either not interested or they disliked school.

In this part of the analysis attention was focused on what Delaware high school seniors planned to do when they finished high school. An examination was also made of selected factors which were related to this decision; particularly for those students who planned to attend college. The next area deals with the question of where the students plan to go to college and why they selected the particular school which they plan to attend. An attempt to answer this question constitutes the purpose of the next section of the analysis.

CHAPTER V

CHOOSING A COLLEGE

Location of Post-High School Education

Although Delaware is a relatively small state with relatively few high school graduates, seniors in the present study indicated they planned to seek post-high school education in schools located in 38 of the 50 states and the District of Columbia. This information may be seen in Table 9. It should be kept in mind when interpreting these data that this was a 50 percent sample and the tabular distributions represent roughly one-half of the actual number of students which planned to attend schools in the various states. Obviously Delaware was the state in which the greatest proportion of students planned to continue their education. An examination of the specific school which the student plans to attend in the State will be presented in a subsequent part of this analysis.

Excluding Delaware, more than twice as many seniors planned to go to schools in Pennsylvania than in any other state. The students mentioned more than 50 different institutions in Pennsylvania which they planned to attend. The schools most frequently mentioned were West Chester State College, St. Joseph's College, University of Pennsylvania, Pennsylvania State University, and Bucknell University. The distribution of specific colleges in each state and the frequency in which they were mentioned

TABLE 9

LOCATION* OF POST-HIGH SCHOOL TRAINING FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY TYPE AND LOCATION OF HIGH SCHOOL, 1966

	Public		Nonpublic		
State	New Castle	Kent & Sussex	Private	Parochial	Total
Alabama	1	2	-	-	3
Arizona	2	-	-	-	2
California	5	-	-	2	5
Colorado	1	1	2	2	6
Connecticut	10	1	-	-	11
DELAWARE	590	287	10	160	1,047
District of Columbia	10	4	5	2	21
Florida	18	3	1	3	25
Georgia	4	2	2	-	8
Illinois	4	-	4	1	9
Indiana	7	-	2	5	14
Iowa	1	1	1	-	3
Kansas	3	1	-	-	4
Kentucky	4	5	1	4	14
Louisiana	4	1	-	-	5
Maine	2	2	1	-	5
Maryland	17	23	-	8	48
Massachusetts	17	5	19	1	42
Michigan	3	2	2	-	7
Minnesota	1	-	1	1	3
Mississippi	1	-	-	1	2
Missouri	3	1	-	-	4
New Hampshire	3	-	1	-	4
New Jersey	12	3	3	1	19
New Mexico	-	1	-	-	1
New York	34	4	12	7	57
North Carolina	46	28	7	1	82
North Dakota	-	-	-	2	2
Ohio	24	-	6	3	33
Pennsylvania	94	21	23	58	196
Rhode Island	3	-	-	-	3
South Carolina	9	1	-	-	10
Tennessee	10	2	2	1	15
Texas	1	-	1	17	19
Utah	2	-	-	-	2
Vermont	4	-	1	-	5
Virginia	30	31	8	1	70
West Virginia	16	9	-	1	26
Wisconsin	2	-	-	-	2
TOTAL	998	439	115	282	1,834

*There were 226 students who indicated they planned to take post-high school training but did not specify the school. An additional 156 indicated they planned to attend an out-of-state school, but did not specify where.

by the students as the school they planned to attend may be seen in appendix Table 1. The second most frequently mentioned state as being the place where the student planned to take his post-high school training was not one adjacent to Delaware, but the State of North Carolina. There were 82 students who indicated they planned to go to school in this state and the most frequently mentioned schools were East Carolina College, Duke University, and the University of North Carolina. Virginia was the state chosen by the next largest number of students who indicated they planned to go to school out-of-state, and the schools most frequently mentioned were Frederick College, Richmond Professional Institute, University of Virginia, and William and Mary College. New York, Maryland, and Massachusetts were also states in which a substantial number of students indicated they planned to take their post-high school training. Progressively smaller numbers of students indicated they planned to attend schools in the remaining states. It is apparent from these data that although Delaware high school seniors planned to attend schools which tended to be concentrated in selected states, there was ample evidence that many students were planning to attend schools in states which covered a wide geographic area.

In the preceeding section data were presented which indicated the states and some of the schools where high school seniors in Delaware planned to seek their post-high school training. This was particularly true for seniors who planned to go to school out of Delaware. In a later section a more detailed discussion will be presented concerning seniors who plan to attend institutions in the State. Before proceeding to that analysis, however, it was considered desirable to examine differences between those students who planned to attend an instate institution and those that planned to go out-of-state. These data are presented in Table 10. When examining these data it may be seen that slightly more than one-half of the high school seniors in Delaware planned to attend an institution of higher learning located in the State. There were some slight variations in the proportions of students with regard to the type of institution they planned to attend. Among those students who planned to attend either a four-year college or a junior college approximately one-half planned to remain in the State; whereas, for those planning to take business training or attend a professional school three out of five planned to attend an instate institution.

Seniors enrolled in public high schools in Kent and Sussex Counties (58 percent) were slightly more likely to be planning to attend a Delaware institution than were those from New Castle County (55 percent). The greatest difference among seniors enrolled in different types of high schools was due to the fact that of those enrolled in private schools more than nine out of ten planned to attend an out-of-state institution. There were noticeable differences between males and females in that slightly less than one-half of the males planned to go to school in Delaware while three out of five females indicated a similar decision. Negroes were more likely to be planning to go to a Delaware institution than were whites, which was demonstrated by the fact that approximately one-half of the whites indicated they planned to attend a Delaware institution while slightly more than seven out of ten Negroes indicated they planned to seek post-high school training in the State.

TABLE 10

LOCATION OF POST-HIGH SCHOOL TRAINING FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY SELECTED CHARACTERISTICS, 1966

Characteristic	Location					
	Instate		Out-of-State		Total	
	N	%	N	%	N	%
Type College						
Four-year College	811	51.8	756	48.2	1,567	100.0
Business or Professional School	156	60.0	104	40.0	260	100.0
Junior College	80	49.1	83	50.9	163	100.0
TOTAL	1,047	52.6	943	47.4	1,990	100.0
Type High School						
Public						
New Castle	590	55.5	474	44.5	1,064	100.0
Kent and Sussex	287	58.2	206	41.8	493	100.0
Nonpublic						
Parochial	160	52.5	145	47.5	305	100.0
Private	10	7.8	118	92.2	128	100.0
Sex						
Male	524	48.3	561	51.7	1,085	100.0
Female	523	57.8	382	42.2	905	100.0
Color						
White	924	50.9	893	49.1	1,817	100.0
Nonwhite	123	71.9	48	28.1	171	100.0
Grade						
A	57	31.5	124	68.5	181	100.0
B	487	55.0	399	45.0	886	100.0
C	481	54.6	400	45.4	881	100.0
D	17	48.6	18	51.4	35	100.0

Percents may not total 100 due to rounding.

One of the most interesting sources of variation between those students who planned to go to Delaware institutions and those who planned to attend out-of-state schools was due to differences among students with varying academic averages. Fewer than one-third of the students with A averages indicated that they planned to go to a Delaware institution of higher learning. Approximately the same proportions of students with B and C averages (55 percent) indicated that they planned to go to school in the State. These data indicate that not only is Delaware exporting a large proportion (approximately one-half) of its high school graduates, but the State is also losing more than two-thirds of the students with the highest academic averages to schools in other states.

For those students who planned to attend a Delaware institution of higher learning, there were substantial differences among the proportions planning to attend the various schools, Table 11. For example approximately two-thirds indicated that they planned to go to the University of Delaware, slightly more than ten percent indicated they planned to attend Goldey Beacom, and an additional one-tenth planned to go to Delaware State College. Virtually the same proportion of students indicated that they planned to attend one of the junior colleges in the State; slightly less than four percent planned to go to Wesley College and Brandywine Junior College respectively. The remaining students planned to take some type of vocational training.

When comparisons were made among seniors enrolled in public high schools in each of the three counties significant variations occurred. The proportion of students attending New Castle County public high schools

TABLE 11

INSTATE SCHOOL WHICH STUDENT PLANS TO ATTEND FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY SELECTED CHARACTERISTICS, 1966

Characteristic	Total Number	University of Delaware	Goldey Beacom	Delaware State College	Brandywine Junior College	Wesley College	Other	Total
				Percent				
Type School								
Public								
New Castle	590	70.0	13.6	4.9	5.4	2.7	3.4	100.0
Kent	166	61.4	9.0	17.5	1.2	7.8	3.0	100.0
Sussex	121	45.5	9.1	34.7	.8	5.0	5.0	100.0
Nonpublic								
Parochial	160	80.0	7.5	2.5	3.8	2.5	3.8	100.0
Private	10	90.0	10.0	-	-	-	-	100.0
Sex								
Male	524	75.4	7.3	7.3	4.2	5.2	.8	100.0
Female	523	59.7	15.5	12.6	3.6	2.3	6.3	100.0
Color								
White	924	75.0	11.7	1.7	4.3	4.1	3.2	100.0
Nonwhite	123	12.2	8.9	71.5	.8	.8	5.7	100.0
Grade								
A	57	100.0	-	-	-	-	-	100.0
B	487	75.2	8.4	8.6	1.6	3.5	2.7	100.0
C	481	57.8	15.4	11.9	6.7	3.7	4.6	100.0
D	17	29.4	17.6	17.6	5.8	23.5	5.8	100.0
TOTAL	1,047	67.5	11.3	9.9	3.7	3.9	3.5	100.0

Percents may not total 100 due to rounding.

which planned to go to the University of Delaware was substantially higher than for those attending high schools in Kent and Sussex Counties. These proportions were seven out of ten, six out of ten, and slightly more than four out of ten for students from New Castle, Kent, and Sussex Counties respectively. There were also significant variations among students enrolled in high schools in the three counties with regard to the proportions which planned to go to Delaware State College. For example, slightly less than 1 in 20 New Castle County high school seniors planned to go to Delaware State College and the proportions increased to slightly less than 1 out of 5 in Kent County, and then grew to slightly more than 1 out of 3 from Sussex County high schools.

Seniors attending parochial high schools planned to attend the University of Delaware in far greater proportions than any other institution in that four out of five of these students had chosen the University. Although a relatively small proportion of students attending private schools planned to attend an institution of higher learning in the State, of those who did, nine out of ten planned to attend the University of Delaware. From these data it is obvious that by far the greatest proportion of students which planned to attend a Delaware institution had decided to go to the University of Delaware. This proportion was not evenly divided among students from the three counties or for those in parochial and private schools, however.

There were substantial differences between males and females with regard to the school in Delaware they planned to attend. For example three-fourths of the males indicated they planned to go to the University of Delaware while slightly less than three out of five females had made a similar decision. More than twice as many females had planned to go to Goldey Beacom than males and also a larger proportion of females (13 percent) planned to attend Delaware State College than males (7 percent). There were also rather strong differences between whites and nonwhites on where they planned to seek further education. Three-fourths of the white students planned to attend the University of Delaware while approximately one out of eight Negro students planned to come to the University. Although this represents a relatively small proportion of the Negro seniors, this in all likelihood is a greater proportion than has traditionally been the case. In contrast, slightly more than seven out of ten Negroes planned to attend Delaware State College, whereas slightly less than two percent of the whites planned to attend that institution. It is interesting to note that although each of these institutions has been historically segregated, both are now becoming racially integrated.

Rather striking contrasts exist among students with different academic averages with regard to the school they planned to attend. Students with higher academic averages tended to be more attracted to the University of Delaware than to the other institutions. This can be demonstrated by comparing the total proportion of students which planned to attend each of the institutions in the State with the proportions in each of the academic average categories that planned to attend each of these schools. It may be remembered that two-thirds of the high school seniors in the State indicated that they planned to attend the University of Delaware. However, all of the students with A averages planned to attend the University of Delaware and three-fourths of those with B averages planned to attend that institution. Slightly fewer than three out of five seniors with C averages indicated that they planned to attend the University. This overall proportion is somewhat lower than the proportions of students in the A and B categories and somewhat greater than the proportion of students with C academic averages.

When similar comparisons were made among students who planned to attend Delaware State College, one may remember that approximately one-tenth of all the high school seniors who planned to attend a state school had decided upon this school. From the present data it could be seen that none of the students with A averages indicated they planned to attend that institution while 1 out of 11 with B averages and approximately 1 out of 12 with C averages planned to attend Delaware State College. Wesley College also was not mentioned by students with A averages as the place which they planned to attend, but the proportions of students with B and C averages which planned to attend that institution were approximately the same as the overall proportion which planned to attend Wesley College. The number of students with D averages which indicated that they planned to take post-high school training was so small any generalizations about these students would be quite questionable.

It should be remembered when interpreting these data that they do not necessarily reflect upon the quality of programs being provided by the various institutions. In one sense each of the schools is performing a different function by providing an array of educational alternatives to the high school seniors. The type of academic program which each institution is trying to provide may better "fit" the intellectual abilities and interests of one set of students than another.

Reasons for Choice of College

In the above discussion attention was centered on the question of the type, location, and name of school which the student planned to attend. In this part of the analysis an effort was made to determine the reasons why the student selected the particular school he did. The format for this presentation will be slightly different from previous discussions. Only data used to indicate the relationship between type and location of high school in which the senior was enrolled and reasons for choice of the college which the student plans to attend were included in the body of the text. The relationships between reason for choice of college and sex, color, and academic average of the student are given in appendix Tables 2, 3, and 4.

When students were asked to indicate the main reason for selecting the particular school they planned to attend, the reason most frequently cited was that the school provided the courses of study or subjects which they found most desirable, Table 12. That is, three out of ten students mentioned that the school which they had selected offered good courses, superior training, or programs in their particular field of interest. The second most frequently mentioned reason was the academic reputation of the school and this was considered most important by one out of five seniors. On the other hand, low costs or the availability of jobs was considered the main reason for choosing a college by approximately one out

TABLE 12

REASONS FOR CHOICE OF COLLEGE WHICH STUDENT PLANS TO ATTEND FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY TYPE AND LOCATION OF HIGH SCHOOL, 1966

(By Percentages)

	Public				
Reason	New Castle (N=1,073)	Kent & Sussex (N=494)	Private (N=128)	Parochial (N=306)	Total (N=2,001)
Desirable course offerings	31.3	32.6	22.7	27.8	30.3
Academic reputation of school	18.4	17.4	48.4	20.9	20.5
Low cost or jobs available	12.2	17.4	1.6	13.1	12.9
Close to home	14.1	13.0	1.6	12.1	12.7
Location of college	5.6	5.1	2.3	2.6	4.8
Small college	4.1	3.4	6.3	7.2	4.6
Desirable social attributes	3.4	3.6	9.4	4.2	4.0
Lower academic requirements	4.6	1.8	3.1	4.2	3.8
Influenced by parents or relatives	2.7	2.4	1.6	2.9	2.6
Preparation for job	0.6	0.4	-	2.3	0.7
Far from home	1.1	0.2	-	0.3	0.7
Other	1.9	2.6	3.1	2.3	2.2
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 215 students.

Percents may not total 100 due to rounding.

of eight high school seniors. An additional one-eighth chose the college they planned to attend because it was close to home. None of the other reasons was mentioned by more than five percent of the students.

When comparisons were made among seniors who came from different types of high schools, students attending private schools were much more concerned about the academic reputation of the college than were any of the other categories. This was demonstrated by the fact that almost one-half of the students enrolled in private schools gave this as their main reason for having chosen the particular college which they planned to attend, while one-fifth or fewer of the students enrolled in public and parochial high schools cited this as their main reason. Further, such things as cost, availability of jobs, and the fact that a college was close to home was not considered very important by students who attended private schools. On the other hand, approximately one out of seven students enrolled in public schools cited the factors of either low costs or the availability of jobs as the main reason for having selected a school. An additional one-seventh enrolled in public schools gave as their main reason the fact that the college was close to home.

As may be seen in appendix Table 2, there was very little difference between males and females on the reasons given for choice of college, but when comparisons were made between whites and nonwhites greater proportions of whites were concerned with the availability of desirable course offerings and the academic reputation of the school than were nonwhites, appendix Table 3. For example, almost one-third of the white students indicated that they chose the particular college they planned to attend because it provided desirable course offerings. This compared with approximately one-fourth of the Negro students. Approximately one out of five white students said they made their choice because of the academic reputation of the school, while this reason was given by approximately one out of ten Negro students. On the other hand, Negroes were more concerned with access to low-cost institutions and the availability of jobs once they got to the campus. This was mentioned by more than one-fourth of the nonwhite students as compared to approximately one-tenth of the white students.

Reasons given for choice of a college also differed among students with different academic averages, appendix Table 4. For example those students with A averages tended to be much more concerned with the academic reputation of a school than were students with lower averages. Approximately two out of five students with A averages gave this as their main reason for having chosen the college which they planned to attend as compared to slightly more than one-fifth of the students with B averages and approximately one out of seven with C averages. The fact that the college was located close to home was much less important to students with an A average than for those students with lower academic averages. As one would expect, students with lower averages tended to seek out those colleges which had lower academic requirements for entrance.

Because so many Delaware high school seniors planned to attend an out-of-state institution, these students were asked to indicate in addition to the above question the main reason for choosing a school out of the State, Table 13. The reason given by the largest proportion

TABLE 13

REASON FOR CHOICE OF COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN TO ATTEND AN OUT-OF-STATE INSTITUTION BY TYPE AND LOCATION OF HIGH SCHOOL, 1966

(By Percentages)

Reason	Location and Type of High School				
	New Castle (N=468)	Kent & Sussex (N=207)	Private (N=114)	Parochial (N=143)	Total (N=932)
To get away from home	33.5	13.5	24.6	13.3	24.9
Desired courses not available in Delaware	17.9	21.7	3.5	28.0	18.6
General negative orientation toward Delaware	13.2	14.5	21.0	10.5	14.0
Out-of-state school gives better education in field	8.8	13.1	4.4	7.0	8.9
Opportunity for new experience	7.7	8.2	13.2	2.8	7.7
Prefer the out-of-state school	5.1	10.6	6.1	11.2	7.4
Home out-of-state	1.1	4.3	15.8	11.9	5.3
State location not relevant to choice of school	2.1	2.9	2.6	2.1	2.4
Out-of-state school has good reputation	1.1	2.4	3.5	2.8	1.9
Like south, north, etc.	2.4	3.4	2.6	0.0	2.3
Financial reasons	1.1	3.4	0.0	3.5	1.8
Cultural opportunities not found in Delaware	2.4	0.0	2.6	0.7	1.6
Wasn't accepted at University of Delaware	1.7	0.0	0.0	3.5	1.4
Other	1.9	1.9	0.0	2.8	1.8
TOTAL	100.0	100.0	100.0	100.0	100.0

There were 11 students who indicated an out-of-state school, but gave no reason.

Also 226 students indicated they planned for post-high school training but did not indicate a school.

Additionally 1047 students plan to attend instate institutions.

Percents may not total 100 due to rounding.

of seniors was simply to get away from home. The desire to be independent and away from their parents was mentioned by one-fourth of the students as the main reason for having chosen an out-of-state school. Slightly less than one-fifth of the students indicated they planned to attend an out-of-state institution because the courses of study which they desired were not available in Delaware. An additional one out of seven students planned to go out of the State because they had a general negative orientation toward Delaware. These students gave such general responses as "I don't like living in the State of Delaware" or "I don't want to go to any schools in Delaware". Approximately 1 out of 11 students indicated that an out-of-state school would give them a better education in their field of interest than would any school in Delaware. Several of the students indicated they planned to go to an out-of-state school because it provided an opportunity for new experiences in that they would be able to travel, go to new places, and meet new people. This reason was mentioned by approximately 1 out of 16 students. Essentially the same proportion of students indicated that they simply preferred an out-of-state school. None of the other reasons were mentioned by more than five percent of the students.

The opportunity to get away from home was mentioned by one out of three seniors enrolled in New Castle County public high schools. This reason was cited much less frequently among students enrolled in Kent and Sussex County public schools in that approximately one out of seven of these students gave this response. This same proportion prevailed among students enrolled in parochial high schools. For these students the reason most frequently mentioned was that courses which they desired were not available in Delaware. Almost three out of ten parochial school students gave this reason because, in the main, they planned to attend a Catholic college or university. Among students enrolled in private schools approximately one out of four said they planned to attend an out-of-state institution in order to get away from home. An additional one-fifth indicated that they disliked Delaware and therefore decided to go to school out-of-state. It is interesting to note that one-sixth of the students enrolled in private schools indicated they planned to attend an out-of-state institution because their homes were not located in Delaware. Part of the negative orientation toward Delaware by these students may be due to the fact that many have homes out of the State. Also, although nine out of ten students enrolled in private schools indicated they planned to attend an out-of-state institution, fewer than four percent gave as the reason the fact that desired courses were not available in Delaware.

When comparisons were made between males and females and between whites and nonwhites, there did not seem to be a discernible pattern of differences as to why the senior planned to attend an out-of-state institution, appendix Tables 5 and 6. Students with different academic averages varied somewhat on this question in that "to get away from home" was given as the reason for choosing an out-of-state college slightly more frequently among students with higher academic averages than among students with lower academic averages, appendix Table 7. Although the proportions were smaller the same pattern prevailed when students cited the reason that an out-of-state school provided a better education in their field of interest.

When examining reasons given by high school seniors for having chosen an out-of-state institution, one is struck by the nonacademic nature of the factors involved. Reasons frequently cited such as a student wants to "get away from home" or he "just doesn't like living in Delaware" have little to do with the type or quality of education he may receive in one of the Delaware schools. Due to the relative smallness of the State, Delaware institutions of higher education may be in the parodoxical position of being "too accessible" to the high school seniors. This is particularly true for the four-year colleges. It may be remembered from the review of the literature that proximity and access to a four-year college or university had little relationship to the probability of a student going there. From these data it would seem that when the student is deciding upon the college he will attend he is faced with a set of factors which may not be mutually consistent. On the one hand he is interested in attending a school that provides desirable course offerings that are academically respectable and available at relatively low costs and also accessible because it is close to home. On the other hand the student may choose a college out of the State because it provides the opportunity to get away from home, because in part, he "doesn't like to live in Delaware" and attendance at an out-of-state institution provides an opportunity for new experiences. The selection of the college which the student plans to attend obviously involves a whole array of variables, many of which have little to do with education.

Ratings of Selected College Characteristics

In the discussion of reasons why the seniors selected the particular college which they planned to attend, it was difficult to determine how strongly the students felt about the particular reasons they cited. In this part of the analysis an effort was made to ascertain the attitudinal response of the senior toward particular characteristics a college or university might possess by rating the relative desirability of selected attributes. Methodologically, this was done by the student indicating a position along a nine point scale which best described his feelings toward the characteristic in question. There were nine positions on the scale which ranged from most desirable to least desirable, but for ease in reporting, the ratings were combined into five categories which included the extreme positions and the intermediate positions of more desirable, desirable, and less desirable. The students were asked to evaluate the following characteristics of a college or university: one that has a high academic rating, one that is away from home, one that offers a lot of social life, one that's located in a small town, one that has fraternities and sororities, and one that has winning athletic teams. Most of these factors were among the reasons which the seniors cited for having chosen the particular college they planned to attend. These data were summarized and placed in Table 14.

High Academic Reputation. More than any other attribute, the greatest proportion of high school seniors felt that a college or university should have a high academic rating. Almost one-half the students rated this attribute as most desirable. By far the greatest preponderance of students

TABLE 14

RATING OF SELECTED COLLEGE CHARACTERISTICS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING, 1966

		Rating					
	Total Number	Most Dsrbl	More Dsrbl	Dsrbl	Less Dsrbl	Least Dsrbl	Total
Characteristic		Percent					
Academic rating	2,075	47.0	30.1	16.2	5.7	1.0	100.0
Away from home	2,058	36.0	22.5	19.9	16.1	5.5	100.0
Social life	2,071	14.0	26.4	37.5	19.0	3.2	100.0
Small town	2,050	13.0	19.5	29.7	28.3	9.5	100.0
Fraternities & Sororities	2,054	11.4	20.4	31.9	26.4	9.8	100.0
Specialization in few fields	2,068	12.3	18.3	18.6	36.5	14.3	100.0
Athletics	2,055	7.3	16.8	36.5	27.5	11.8	100.0

No information varies slightly for each characteristic.

Percents may not total 100 due to rounding.

had a positive orientation toward this characteristic in that only one percent of the seniors thought that a high academic rating of a college was least desirable, Table 14.

When comparisons were made among the seniors enrolled in the high schools in the three counties and between students enrolled in private and parochial schools, the only real difference was that a slightly greater proportion of students enrolled in private schools felt that a high academic rating of a college was most desirable than did students in the other high schools. A slightly greater proportion of white students (48 percent) felt that a high academic rating was most desirable than did nonwhite students (33 percent). Females also tended to be slightly more favorably disposed toward a high academic rating of a college than did males, appendix Table 8.

As one would suspect there was a relatively strong relationship between the student's academic average and the perceived desirability of a school possessing a high academic reputation. For example, slightly more than four out of five students with an A average felt this attribute to be most desirable while none rated it as least desirable and only 0.5 of one percent found this attribute to be less desirable. In comparison, one out of three students with a C average felt that a high academic reputation of a college was most desirable and slightly more than one out of ten had a negative orientation toward this characteristic. It should be repeated; however, that the high school seniors were more favorably disposed toward the attribute of a college having a high academic reputation than any of the factors under consideration.

School Away from Home. A fairly substantial proportion of the high school seniors had a positive predisposition toward this attribute in that slightly more than one-third felt that a school away from home was most desirable while only 1 out of 20 felt it to be least desirable. Students enrolled in private schools reacted most strongly to this characteristic in that almost one-half thought it to be most desirable. Slightly less than two out of five students enrolled in New Castle County public high schools and approximately one-third of the students in the Kent and Sussex County high schools felt that a school away from home was most desirable, while slightly more than one-fourth of the parochial school students gave it a similar rating. There were only slight differences between white and nonwhite students in their evaluations of this attribute and females tended to be slightly more favorably disposed toward selecting a school away from home than were males. The major source of variation among students with different academic averages was that a higher proportion of students with A averages felt that a school away from home was most desirable than did students with B or C averages. The reverse was also true in that only one out of ten students with an A average had a negative orientation toward a school being located away from home while almost one-fourth of the students with C averages were similarly disposed, appendix Table 9.

Lots of Social Life. A popular impression of the high school senior is that when he is selecting a college he wants to attend a place that offers lots of social life. In order to examine this stereotype the students were asked to indicate the relative desirability of this attribute. That a college provide lots of social life was not considered nearly so important to the high school senior as was the academic reputation of the school or the fact that the college was located away from home. It may be remembered from the previous discussion that a high academic rating for a college was considered most desirable by almost one-half of the seniors while slightly more than one-third felt the same about a college located away from home. In comparison, the fact that a college offered lots of social life was considered most desirable by only one out of seven students and slightly more than one out of five had a negative orientation toward this attribute.

About the only source of variation among students enrolled in different types of high schools was that a slightly smaller proportion of seniors enrolled in Kent and Sussex County public high schools felt that it was most desirable for a college to offer lots of social life than did the seniors enrolled in any of the other schools. White students were slightly more favorably disposed toward a college that offered lots of social life than were Negro students, but the difference between these two categories was slight. There were essentially no differences between males and females with regard to their attitude toward this attribute. Also, there were very few variations among students with different academic averages in their rating of a college which provided lots of social life, appendix Table 10. From these data one gets the feeling that the senior feels that it would be "nice" if there were lots of social life available at a college but it was not one of the more important characteristics and there was a substantial proportion which felt that this attribute was undesirable.

Located in a Small Town. In that there are no large city colleges or universities in the State of Delaware an effort was made to ascertain the high school senior's attitude toward a college located in a small town. In general, approximately one-third of the seniors had a positive orientation toward this characteristic while slightly less than two out of five had a negative orientation. The remaining three-tenths took an intermediate position, or were relatively neutral toward this attribute. Whether a college was located in a small town or in a large city did not seem to be a burning issue among the seniors, appendix Table 11.

Fraternities and Sororities. There has been much public discussion of the relative desirability of having fraternities and sororities. Interestingly enough, approximately one out of ten high school seniors felt this attribute to be either most desirable or least desirable. The greatest preponderance of seniors tended toward a central position in that most of them did not feel strongly either way toward this attribute.

There were only slight variations among seniors enrolled in different types of high schools in their attitudes toward the characteristic of fraternities and sororities and essentially no differences between males and females. The nonwhite students were more favorably disposed toward fraternities and sororities than were white students in that approximately one out of five nonwhite seniors felt this characteristic to be most desirable while only one out of ten white students were similarly inclined. At the other end of the continuum approximately 1 out of 10 white students felt this attribute to be least desirable while slightly fewer than 1 out of 20 Negroes gave it a similar rating. There tended to be an inverse relationship between the student's academic average and his attitude toward fraternities and sororities in that students with lower grades tended to be more favorably disposed toward this characteristic than were students with higher grades. Although this relationship tended to be consistent, the differences were not great. This can be seen by the fact that approximately 1 out of 11 students with _A_ averages felt this characteristic to be _most desirable_ while 1 out of 9 _B_ students and 1 out of 8 students with _C_ averages felt the same way. A similar pattern prevailed at the other end of the spectrum, but in reverse order. In general, high school seniors tended to assume almost a normal distribution in their ratings of fraternities and sororities in that the largest proportion tended toward a central position while roughly the same proportions had a strongly favorable attitude as did those with a strongly negative orientation, appendix Table 12.

Winning Athletic Teams. Another part of the stereotypic image of the high school senior is his overriding concern with athletics and sports. In an effort to check out this perception the students were asked to rate the relative desirability of winning athletic teams as a factor when selecting a college. Of all the attributes under consideration this one appeared to be least important to the student. While approximately one-fourth of the seniors had a positive orientation toward this characteristic almost two out of five were negatively disposed.

The main difference among students enrolled in the various types of high schools was that private school seniors tended to consider this attribute _less desirable_ than did students in other schools. This may be seen by the fact that approximately one-fifth of the private school students thought this characteristic to be least desirable while approximately one out of ten students in the other schools gave it a similar rating. The difference between whites and nonwhites was largely due to the fact that a greater proportion of the nonwhites felt this characteristic to be most desirable than did whites. There were small differences between males and females on this attribute but the male was slightly more positively oriented than the female. In general, students with better grades tended to be less concerned about winning athletic teams than students with lower grades. Fewer than four percent of the students with *A* averages felt this attribute to be most desirable while approximately one out of ten students with *C* averages gave it a similar rating. At the other end of the continuum the proportion of students which felt this attribute to be least desirable tended to increase as one moved from lower to higher academic averages. Whether a school possessed winning athletic teams was not considered very important by most of the high school seniors, appendix Table 13.

Summary

It would seem that most of the Delaware high school seniors feel that a high academic reputation for a college or university is highly desirable. That a college is located away from home was also strongly desired by a fairly large proportion of high school seniors in the State. The fact that a school provided lots of social life or was located in a small town was considered desirable by a fairly substantial proportion of students, but not nearly to the same extent as the first two attributes mentioned. The presence of fraternities and sororities or the fact that a college has winning athletic teams were attributes which relatively small proportions of the seniors found most desirable. To reiterate, the characteristic considered most desirable by the largest proportion of students was that a college or university have a high academic reputation. In that so many students indicated rather strong feelings toward this attribute, it was considered desirable to examine the high school seniors' perceptions of Delaware institutions of higher education, particularly their ratings of the academic reputation of these schools. To make this investigation constitutes the purpose of the next chapter.

CHAPTER VI

HIGH SCHOOL SENIORS' PERCEPTION OF DELAWARE INSTITUTIONS OF HIGHER EDUCATION

In this chapter the major concern is with the images held by Delaware high school seniors toward higher education in the State. Because the academic reputation of an institution was considered so important by the seniors, the first part of the analysis involves an effort to ascertain the students' rating of the academic reputation of the University of Delaware, Delaware State College, and Wesley College. The operational procedures employed were similar to those in the last chapter in that the students were asked to rank the academic reputation of each institution on a nine point scale which ranged from excellent to poor. Again, to facilitate reporting, the scale was reduced to five categories which in addition to the extreme positions also included the intermediate categories of above average, average, and below average.

In the second part of this analysis the students were asked to indicate their general impressions of Delaware institutions of higher learning. The assumption was that people usually have something uppermost in their minds concerning different colleges and universities even if they do not know a lot about the various institutions. It may be the fields of study offered, social life, the athletic programs, or many other things. This was considered relevant to the present study because it was further assumed that the seniors' perception of an institution was an important factor which affected their choice of a college.

Academic Reputation

University of Delaware

Data used to indicate high school seniors' ratings of the academic reputation of selected institutions of higher education in Delaware were summarized and placed in Table 15. From these data it may be seen that the University of Delaware enjoys a relatively high academic reputation among high school seniors in the State. Almost four out of five students felt that the university's academic reputation was either above average or excellent. One-fifth of the students rated the University as average and less than two percent felt that it was either below average or poor.

There were variations in the ratings among seniors enrolled in different types of high schools throughout the State. For example, among private school students only 1 out of 12 felt that the academic reputation of the University was excellent while between one-fourth and one-fifth of the students in the other high schools gave the University a similar rating. At the same time, almost one-half of the private school students rated the academic reputation of the University of Delaware as either average, below average, or poor. Fewer than one-fourth of the students in New Castle County public high schools and less than one-fifth of the students enrolled in Kent County schools gave the University a similar rating. From data reported in Chapter V it may be remembered that a

TABLE 15

PERCEIVED ACADEMIC REPUTATION OF SELECTED INSTITUTIONS OF HIGHER EDUCATION FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING, 1966

Perceived Academic Reputation	University Of Delaware (N=2,066)	Delaware State College (N=1,911)	Wesley College (N=1,906)
		PERCENT	
Excellent	21.2	1.5	3.6
Above Average	56.9	11.0	20.7
Average	20.3	67.9	60.8
Below Average	1.0	15.8	11.6
Poor	0.6	3.8	3.3
TOTAL	100.0	100.0	100.0
No information	150	305	310

Percents may total 100 due to rounding.

relatively small proportion of students enrolled in private schools planned to attend an instate institution. Part of this may be due to the private school students' perception of the academic reputation of the schools in the State. There were only minor variations between males and females, between whites and nonwhites, and among students with different academic averages in their ratings of the academic reputation of the University of Delaware, appendix Table 14.

Delaware State College

The academic reputation of Delaware State College as perceived by Delaware high school seniors was substantially lower than that of the University of Delaware. Less than two percent of the students felt that the academic reputation of Delaware State College was excellent and approximately one out of nine rated the college as above average. By far the greatest proportion of seniors felt that the college was average in that slightly more than two-thirds gave the school this rating. One-fifth of the high school seniors in the State rated the academic reputation of Delaware State College as either below average or poor.

Seniors enrolled in Kent and Sussex County public high schools were more favorably disposed toward Delaware State College than were students in the other high schools. One-fifth of the students in the Kent and Sussex County schools rated Delaware State as either above average or excellent while approximately one-tenth of the public school students in New Castle County and one-tenth of the parochial school students gave Delaware State College a similar rating. Fewer than four percent of the private school seniors gave the college this high rating. Females tended to rank Delaware State College higher than did males in that fewer than 1 out of 11 males rated Delaware State as *above average* or *excellent* while approximately one out of six females gave that institution a similar rating. As one would suspect, there were substantial differences between white and nonwhite students in their evaluation of Delaware State College. Approximately one-third of the Negro students felt that the academic reputation of Delaware State was either *above average* or *excellent* while one out of ten white students were similarly inclined. On the other end of the continuum, slightly more than 1 out of 5 white students rated Delaware State as either *below average* or *poor* as compared to fewer than 1 out of 20 Negro students. Among students with different academic averages, slightly smaller proportions of the students with *A* averages rated the school as either *above average* or *excellent* as compared to students with *B* or *C* averages. The reverse of this was also true in that greater proportions of the students with *A* averages rated Delaware State as either *poor* or *below average* than did those students with *B* or *C* academic averages, appendix Table 15.

Wesley College

This college had a higher academic reputation among the high school seniors than did Delaware State College but not as high as the University of Delaware. Slightly fewer than one out of four high school seniors rated the academic reputation of Wesley College as either *above average* or *excellent*. Approximately three-fifths of the students felt that Wesley was *average* and an additional 15 percent rated the school as *below average* or *poor*.

Again, students enrolled in Kent and Sussex County high schools tended to be least critical while those students enrolled in private schools tended to be most critical. This can be seen in the fact that slightly more than three-tenths of the public school Kent and Sussex County students rated the academic reputation of Wesley College as either above average or excellent while slightly less than one out of eight private school students gave it a similar rating. At the other end of the spectrum less than seven percent of Kent and Sussex County seniors felt that Wesley was either below average or poor while 36 percent of the private school students were similarly inclined. Students enrolled in New Castle County public high schools and in parochial schools fell at an intermediate position between the above two extremes. There were only slight differences between males and females in their evaluation of Wesley College while nonwhite students tended to rate the school higher than did white students. In general students with lower academic averages tended to be more favorably disposed toward Wesley College than were students with higher academic averages. For example, slightly less than three-tenths of the students with C averages ranked Wesley College as either above average or excellent while slightly less than one out of seven students with an A average rated that institution similarly. On the other hand, 16 percent of the students with A averages felt that Wesley College was either below average or poor as compared to 12 percent of the students with C averages, appendix Table 16.

Again one should be cautious when interpreting these data. The fact that an institution of higher education does not have a high academic reputation does not mean that it is failing to provide a desirable educational alternative. For example, an official of Wesley College stated that one of his school's goals was to provide an educational opportunity to students who would have an academically difficult time at another institution. The University of Delaware, on the other hand, should have a relatively high academic reputation in the minds of the high school seniors because it is the only university in the State. Although a relatively small proportion of the seniors rated the University as being below average or poor, it is interesting to note that roughly the same proportion that rated it excellent also rated it average. From the data reported here, Delaware State College had the lowest academic reputation among the high school seniors. The fact that this college has traditionally been a predominantly Negro school probably does not help its academic reputation among the white students in the State, but even among the Negro students (although they rated it higher than the white students) Delaware State College did not enjoy a particularly high academic reputation.

General Impressions of Delaware Institutions of Higher Education

Because each of the Delaware institutions of higher learning received different ratings in terms of their academic reputation, it was considered desirable to try to ferret out the "mental pictures" which Delaware high school seniors have of these institutions. To accomplish this the students

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General Impressions of Delaware Institutions of Higher Education

Because each of the Delaware institutions of higher learning received different ratings in terms of their academic reputation, it was considered desirable to try to ferret out the "mental pictures" which Delaware high school seniors have of these institutions. To accomplish this the students were asked to indicate what they first thought of when each of the schools was mentioned. Again, it was felt that the general impression which the senior held toward a particular institution would affect the probability of his going there. Further, it was hoped that this information would provide educational leaders at each of these institutions insights into the "fit" between what the high school senior thought about a particular school and the programs and activities which the school was trying to provide.

University of Delaware

Data concerning the general impressions which the Delaware high school seniors have of the University of Delaware may be found in Table 16. When the students were asked to indicate what they first thought of when the University of Delaware was mentioned, four percent of the seniors indicated they knew so little about the school they were unable to give an impression. The largest proportion of the students, however, made a general positive statement in that one out of four made such statements as "it's a good school" or "I think it's the best school in the State". The next most frequently mentioned factor was some reference to the difficulty of the academic program. For example, one out of six seniors indicated how hard it was to get in, to stay in, or to graduate from the University. It is interesting to note that approximately one out of ten students thought about engineering when the University of Delaware was mentioned. None of the other academic programs was mentioned by more than two percent of the seniors. Only 1 out of 16 students made some reference

TABLE 16

GENERAL IMPRESSION OF THE UNIVERSITY OF DELAWARE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN TO TAKE POST-HIGH SCHOOL TRAINING BY TYPE AND LOCATION OF HIGH SCHOOL, 1966

(By Percentage)

	Public				
Impression	New Castle (N=1,140)	Kent & Sussex (N=542)	Private (N=130)	Parochial (N=325)	Total (N=2,137)
Know little about the school	3.9	5.0	3.1	3.1	4.0
General positive statement (good school, fine school)	22.9	30.4	23.1	24.6	25.1
General negative statement (poor school, don't like it)	4.1	2.8	8.5	4.3	4.1
Difficult academic program	13.7	19.0	3.8	24.0	16.0
Reference to social life	7.8	4.4	2.3	4.6	6.1
Variety of courses	5.9	6.8	1.5	3.1	5.4
Location and layout of school	5.8	2.8	6.9	2.5	4.6
Athletic program	2.5	1.8	6.2	2.8	2.6
Reference to size of school	3.5	7.0	3.8	4.6	4.6
Too close to home	5.1	0.7	5.4	1.2	3.4
Inadequate courses	3.0	1.7	5.4	2.5	2.7
Cost	0.7	1.8	-	2.5	1.2
Reference to person or relative	1.1	0.7	2.3	0.9	1.0
Little change from high school	1.8	0.6	1.5	-	1.2
Specific Department Mentioned					
Engineering	10.9	8.3	17.7	10.1	10.5
Liberal Arts (history, art, etc.)	1.5	1.5	3.8	2.8	1.8
Sciences (chemistry, physics, etc.)	2.5	0.4	3.1	2.8	2.0
Agriculture	0.6	1.7	-	1.8	1.0
College of Education	1.6	1.1	-	0.9	1.3
Home Economics	0.7	0.9	-	-	0.6
Secretarial Courses	0.2	0.4	-	0.6	0.3
Physical Education	0.1	0.2	1.5	-	0.2
Nursing	0.3	-	-	0.3	0.2
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 79 students.

Percents may not total 100 due to rounding.

to the social life which exists on the campus and another 1 out of 20 referred to the variety of courses that were provided at the University. Other general impressions included such things as location and layout of the campus, the athletic program, the fact that the school was too close to home, inadequate courses and costs, but none were mentioned by more than five percent of the students.

There were some variations among high school seniors enrolled in different types of secondary schools throughout the State. For example, public school seniors from Kent and Sussex Counties were slightly more prone to make general positive statements about the University than were students enrolled in the other schools. On the other hand, a larger proportion of private school seniors made general negative statements about the University than did public or parochial school seniors. Parochial schools had the largest proportion (one-fourth) which referred to the university's difficult academic program. This proportion compared with approximately one out of five from Kent and Sussex County schools, one out of seven from New Castle County public schools and only four percent of the private school students. Another source of variation was that private school seniors were much more likely to mention the engineering program at the University than were students enrolled in the other types of high schools.

There were very few differences between males and females in their general impression of the University of Delaware, appendix Table 17. Females were more likely to make some reference to the social life at the

University than were males, but male students were much more likely to mention engineering than were females. One of the major sources of variation between white and nonwhite seniors was that approximately one out of eight Negro students indicated they knew little about the school as compared to only three percent of the white students, appendix Table 18. A slightly larger proportion of the nonwhite students made some negative reference to the University than did white students and whites were much more likely to mention engineering than were nonwhites. As one would suspect, students with higher academic averages tended to be more informed about the University than were students with lower academic averages in that only one percent of the A students indicated they knew little about the school while slightly more than two percent of the B students made a similar statement and the proportion grew to almost six percent among the C students. The higher the academic average of the senior the less likely was he to mention the difficulty of the university's academic program. For example, approximately one out of ten A students mentioned this factor as compared to one out of five C students. Students with A averages were much more likely to associate engineering with the University of Delaware than were students with B or C averages. This can be seen by the fact that slightly more than one-fifth of the students with A averages mentioned engineering as compared to approximately one-tenth of the students with B or C averages.

Delaware State College

When examining the seniors' perceptions of Delaware State College one is impressed by the general lack of knowledge about this school,

Table 17. For example, almost one-fourth of the high school seniors indicated they knew so little about the college they could not give an impression. Of those that did respond, the dominant image was "it's a Negro school". Approximately one-third of the high school seniors cited this as what they first thought of when Delaware State College was mentioned. One-tenth of the seniors had the impression that Delaware State was either a mediocre or poor school while slightly less than six percent of the seniors indicated a general positive impression. The fact that the school is located in Kent County or near Dover was mentioned by slightly less than five percent of the students. Physical Education was the academic department most frequently mentioned and this was cited by slightly less than four percent of the students.

Seniors enrolled in Kent and Sussex County public high schools tended to be better informed about Delaware State College than were students enrolled in New Castle County public high schools or private and parochial school students. Slightly fewer than one out of six seniors in Kent and Sussex County schools indicated they knew little about Delaware State College as compared to slightly more than one-fourth in the other high schools. Private school seniors tended to make reference to the fact that Delaware State College was a predominantly Negro college more frequently than did students enrolled in the other high schools. Approximately one-half of the private school seniors made such reference as compared to approximately one-third of the public or parochial school seniors. Kent and Sussex County high school seniors seemed to be more

TABLE 17

GENERAL IMPRESSION OF DELAWARE STATE COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN FURTHER POST-HIGH SCHOOL TRAINING BY TYPE AND LOCATION OF HIGH SCHOOL, 1966

(By Percentage)

	Public				
Impression	New Castle (N=1,012)	Kent & Sussex (N=506)	Private (N=116)	Parochial (N=305)	Total (N=1,939)
Know little about the school	26.5	15.8	28.4	26.9	23.9
Reference to its being a Negro school	32.1	31.0	48.3	32.8	32.9
General positive impression (a good school, fine school)	3.6	11.6	1.7	4.3	5.7
General negative impression (poor school, don't like it)	10.0	9.8	10.3	12.1	10.1
Location	6.0	2.8	2.6	4.3	4.7
No desire to attend	2.7	3.4	0.9	4.3	3.0
Reference to social life	2.4	2.0	-	1.3	2.0
Difficult academic program	0.8	0.6	-	0.7	0.7
Easy academic program	1.3	2.8	-	1.6	1.6
Cost	0.5	4.9	-	1.3	1.8
Reference to problems of the school	2.1	0.2	0.9	1.3	1.4
Close to home	0.4	2.2	0.9	0.3	0.9
Far from home	0.2	-	-	0.7	0.2
Reference to person or relative	0.6	1.0	-	-	0.6
Other	1.1	2.4	0.9	-	1.2
General Reference to Subjects	1.4	3.0	0.9	0.7	1.6
Specific Department Mentioned					
Physical Education	3.6	4.5	1.7	2.6	3.6
Teaching	2.7	1.2	-	1.3	1.9
Agriculture	1.7	0.6	2.6	2.6	1.6
Liberal Arts (history, art, etc.)	0.2	0.4	-	0.7	0.3
Sciences (chemistry, physics, etc.)	0.2	0.8	-	0.3	0.4
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 277 students.
Percents may not total 100 due to rounding.

favorably disposed toward Delaware State College than were the other seniors. This can be seen in the fact that approximately 12 percent of the Kent and Sussex County students had a general positive impression of the college as compared to 4 percent or less of the seniors in the other high schools.

Differences between males and females in their general impressions of Delaware State College were negligible, appendix Table 20. There were substantial differences between white and nonwhite students, however. Only six percent of the nonwhite seniors indicated they knew little about the college while approximately one-fourth of the white students made a similar statement, appendix Table 21. More than one-third of the white seniors referred to the fact that Delaware State was a "Negro college" while only five percent of the nonwhite seniors made a similar reference. Also, the Negro students were more favorably disposed toward Delaware State College in that approximately one-fifth of these students had a general positive impression of the college while only four percent of the white students were similarly inclined. It is also interesting to note that slightly more than one-tenth of the Negro students referred to the social life at the college while only one percent of the white students made the same reference. The nonwhite students were also much more likely to mention the physical education program at Delaware State College than were the white students. There were some differences among students with various academic averages but the degree of difference was small, appendix Table 22. Slightly larger proportions of students with B or C averages indicated they knew little about the school as compared to those students with A averages. Also students with lower academic averages tended to have a more positive general impression of the college than did students with higher averages, but again the variations were small.

These data tend to indicate that because Delaware State College has historically been a Negro college this tends to influence both the white and nonwhite seniors' perceptions of the school. On the one hand a substantial proportion of the white students seem to know little about the college other than the fact that it is a predominantly Negro school. Other than this, most of the responses were a series of general impressions such as "it's a good school" or "it's all right" or "it's a poor school" or "I have no desire to go there". These data would suggest that for most of the white Delaware high school seniors Delaware State College was not perceived as a viable educational alternative. This pattern did not prevail for the Negro seniors. They tended to be better informed about the college and, in general, positively oriented toward it.

Wesley College

When the high school seniors were asked to indicate what they first thought of when Wesley College was mentioned, slightly more than one out of five students stated they knew so little about the school that they were unable to form an impression. For those that did respond, the largest single impression of Wesley College mentioned by the seniors was a reference to its being a junior college, Table 18. Slightly fewer than one out of five students indicated this was what came to mind when the college was mentioned. Approximately 1 out of 12 seniors held a general

TABLE 18

GENERAL IMPRESSIONS OF WESLEY COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY TYPE AND LOCATION OF HIGH SCHOOL, 1966
(By Percentage)

Impression	Public				
	New Castle (N=1,036)	Kent & Sussex (N=513)	Private (N=124)	Parochial (N=310)	Total (N=1,983)
Know little about the school	24.7	11.1	33.9	30.0	22.6
Reference to junior college	20.4	16.4	15.3	15.8	18.3
General positive impression (good school, fine school)	7.8	11.3	10.5	5.5	8.5
General negative impression (all right, poor school, don't like it)	8.5	13.0	11.3	9.4	10.1
Athletic program	5.8	6.0	7.3	9.4	6.5
Reference to size of school	6.8	4.9	6.4	6.8	6.3
Reference to social life	3.2	5.4	0.8	2.9	3.6
Easy academic program	5.3	4.7	5.6	4.2	5.0
Difficult academic program	0.9	1.0	0.8	1.3	1.0
Church affiliation	5.0	4.1	-	2.9	4.1
Interest in attending	0.6	0.8	0.8	-	0.6
No interest in attending	1.5	5.1	1.6	3.2	2.7
Location and layout of school	2.1	1.6	2.4	2.6	2.1
Close to home	0.3	4.5	1.6	1.6	1.7
Cost	1.1	4.3	-	1.3	1.9
Other	0.7	0.8	0.8	0.3	0.6
General Reference to Subjects	2.0	2.1	-	1.3	1.8
Specific Dept. Mentioned					
Business courses	1.2	2.3	0.8	0.6	1.4
Liberal Arts (history, art, etc.)	1.6	0.4	-	1.0	1.1
Chemistry	0.2	0.2	-	-	0.1
Technical courses	0.2	-	-	-	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 233 students.

Percents may not total 100 due to rounding.

positive impression of the school while 1 out of 10 indicated generally a negative impression of the college. The athletic program was mentioned by six percent of the students and an additional six percent referred to the small size of the college. One out of 20 seniors indicated that they thought about the easy academic program when Wesley College was mentioned. None of the departments or courses were mentioned by as much as two percent of the students.

When comparisons were made among the various high school types, private school students most frequently indicated they knew little about the college and parochial school students had the next largest proportion. For private school students, approximately one out of three indicated he knew little about the school, while three out of ten parochial school students made the same statement. One-fourth of the seniors from the New Castle County public high schools indicated they knew little about the school, but the proportion of students from Kent and Sussex Counties which made a similar statement dropped to slightly more than one out of ten. Aside from the differences in the amount of information which the students indicated they had about the college there were very few differences among the seniors enrolled in the various high schools throughout the State in their general impressions of Wesley College. When males and females were compared, the only real difference was that male seniors more frequently made reference to the athletic program at Wesley than did the females, appendix Table 23. The greatest source of variation between white and nonwhite students was that more than two-fifths of the Negro seniors indicated they knew little about the school as compared to approximately one-fifth of the white seniors, appendix Table 24. Another difference was that approximately one-fifth of the white students made reference to the fact that Wesley was a junior college as compared to approximately 1 out of 12 Negro students. It is interesting to note that eight percent of the Negro students indicated they had no interest in attending Wesley as compared to approximately two percent of the white students. This may be due to the fact that Delaware State College is also located in Dover and Negroes see Wesley College as a less desirable educational alternative. In general, seniors with lower academic averages tended to be more favorably oriented toward Wesley College than were students with higher averages. This can be seen in the fact that only five percent of the students with A averages had a general positive impression of the school as compared to ten percent with C average. The reverse of this pattern was also true.

Summary

In summary then, the University of Delaware enjoys a relatively high academic reputation among high school seniors in the State. In comparison the perceived academic reputation of Delaware State College was found to be substantially lower than that of the University. The academic reputation of Wesley College was perceived to be higher than that of Delaware State College, but not as high as that of the University of Delaware. There were substantial variations in the responses of students enrolled in different schools throughout the State, and among students with different academic averages. The rating of the academic reputations of the three colleges also differed according to the color and sex of the respondents.

When students were asked to indicate what they first thought of when the University of Delaware was mentioned, the largest proportion responded with a generally positive statement. The next most frequently mentioned factor involved some reference to the difficulty of the academic program. With regard to Delaware State College, nearly one-fourth of the high school seniors stated that they did not know enough about the college to form an impression. Of those who did respond to the question, the greatest proportion referred to the college as being a "Negro school". Slightly more seniors indicated a negative impression of the school than indicated a positive impression. When asked about their image of Wesley College, approximately one-fifth of the seniors stated that they did not know enough about the school to form an impression. Of those who did respond, the most frequently mentioned image was that the college was a junior college.

In each instance there was some variation in the responses among students enrolled in different types of secondary schools throughout the State, among students with different academic averages, and between white and nonwhite students. There were negligible differences between the responses of male and female students.

CHAPTER VII

SENIORS INTEREST IN LOCAL TWO-YEAR INSTITUTIONS OF HIGHER EDUCATION

The recent approval by the State legislature for the creation of two publicly supported two-year institutions of higher education has prompted the need for information concerning the high school seniors interest in attending such institutions. It was felt that data should also be generated which indicated the type courses high school seniors in Delaware would be interested in taking. These data would not only provide some clues as to the number of students which might be expected to enroll in a local two-year institution but would also aid in the development of curricula and programs. When the data were being gathered the particular form the institutions would take had not been determined; therefore, such terms as "community college", "junior college", and "technical schools" were avoided. Each of the high school seniors was simply asked to indicate whether they would be interested in attending a post-high school two-year institution located near their home. If the answer was yes, he was then asked to indicate what type subjects he would be interested in taking.

In much of the previous analysis data were presented only for those students who had planned to take post-high school training. For present purposes it was felt that many seniors who had not planned to seek further education might be interested in attending a local two-year institution. Therefore, all of the students in the sample were included in this analysis. When examining these data the reader should keep in mind that this was a 50 percent sample and the numbers reported represent roughly one-half of the actual number of seniors in each of the categories. Further, when the data are reported in great detail the possibility for sampling error increases. Also, all of the information was gathered from the high school seniors during one day of school; therefore, those students who were absent from school that day would not be included in the sample. All of these sources of variation, however, should be of little consequence.

Data which indicate the Delaware high school senior's interest in attending a local two-year institution of higher education were summarized and placed in Table 19. From these data it can be seen that slightly less than two out of five (37 percent) seniors indicated they would be interested in attending a local two-year institution. There were differences, however, among seniors enrolled in the various type high schools throughout the State. Roughly the same proportions of seniors (between 34 and 38 percent) enrolled in public high schools in New Castle and Kent Counties and parochial school students indicated they would be interested in attending a local two-year institution. The greatest amount of interest was manifested by seniors in Sussex County public high schools in that approximately one-half of these students were favorably disposed toward this type of school. The least interested seniors were those enrolled in private schools in that only five percent said they would be interested in attending a local two-year institution.

TABLE 19

DISTRIBUTION OF A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS AS TO WHETHER THEY WOULD BE INTERESTED IN ATTENDING A LOCAL TWO-YEAR INSTITUTION OF HIGHER EDUCATION BY SELECTED CHARACTERISTICS, 1966

Characteristic	Yes		No		Total	
	No.	%	No.	%	No.	%
Type High School						
Public						
New Castle	626	35.6	1,135	64.5	1,761	100.0
Kent	218	37.6	361	62.4	579	100.0
Sussex	260	49.5	265	50.5	525	100.0
Parochial	156	34.1	301	65.9	457	100.0
Private	7	5.2	128	94.8	135	100.0
Sex						
Male	695	38.1	1,130	61.9	1,825	100.0
Female	570	35.0	1,059	65.0	1,629	100.0
Color						
White	1,059	34.2	2,034	65.8	3,093	100.0
Nonwhite	206	57.5	152	42.5	358	100.0
Grade						
A	19	9.3	186	90.7	205	100.0
B	328	27.1	882	73.0	1,210	100.0
C	833	44.8	1,026	55.2	1,859	100.0
D	69	45.1	84	54.9	153	100.0
TOTAL	1,267	36.7	2,190	63.4	3,457	100.0

No information on student's response to question: 19

No information on characteristics: 30

Percents may not total 100 due to rounding.

When comparisons were made between males and females there was little difference in the degree of interest but substantial variation occurred between white and nonwhite seniors. Approximately one-third of the white high school seniors indicated an interest in attending a local two-year institution of higher education while almost three out of five Negro students were similarly disposed. There was a strong relationship among students with different academic averages and their interest in attending a two-year institution near their home. Those students with higher grades tended to be the least interested and those students with lower academic averages tended to be the most interested. This can be seen in the fact that slightly less than one out of ten students with an A average indicated an interest in this type school while slightly more than one-fourth of the students with B averages were similarly inclined and more than two out of five students with C averages indicated an interest in attending a local two-year institution.

Summary

These data suggest that public high school seniors in Sussex County were slightly more interested in a local two-year institution than were those from Kent and New Castle Counties and private school students were least interested. There was little difference between males and females, but the Negro students were substantially more interested than were white students. Students with lower academic averages were far more interested in attending a local two-year institution of higher education than were students with higher academic averages.

Those students who indicated an interest in attending a local two-year institution of higher education were asked to indicate the courses which they would be interested in taking. These data may be found in Table 20. Slightly more than two out of five students indicated an interest in college transfer courses while the remainder (57 percent) indicated an interest in vocational courses. The high school seniors indicated by far the greatest interest in commercial courses in that two out of five students cited this as the type training they would be most interested in taking. Six percent of the students indicated a general preference for vocational training but did not specify the type training they would prefer. Roughly the same proportions (slightly more than three percent) indicated an interest in industrial arts and data processing. Some of the seniors indicated an interest in nursing in that two percent cited this as an area of study. Beauty culture, commercial art, food management, and weather forecasting all were mentioned by the seniors as types of vocational training they would be interested in taking, but none of these courses was mentioned by more than one percent of the students.

When comparisons were made between males and females, males indicated a greater interest in college transfer courses than did females, Table 21. For example, approximately one-half the male students indicated that they would be interested in taking college transfer courses while approximately one-third of the female students indicated the same interest. A greater proportion of the females said they would be interested in taking commercial courses than males in that slightly more than one-half of the females indicated an interest in these courses as compared to approximately

TABLE 20

COURSES STUDENTS WOULD BE INTERESTED IN TAKING IF AVAILABLE AT LOCAL TWO-YEAR INSTITUTIONS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY TYPE AND LOCATION OF HIGH SCHOOL, 1966

	Public									
	New Castle		Kent & Sussex		Parochial		Private		Total	
Courses	N	%	N	%	N	%	N	%	N	%
College Transfer	255	42.2	197	43.3	65	43.3	3	60.0	520	42.8
Vocational										
General	40	6.6	29.	6.4	5	3.3	-	-	74	6.1
Commercial	242	40.4	166	36.5	74	49.3	2	40.0	484	40.0
Industrial Arts	22	3.6	19	4.2	2	1.3	-	-	43	3.5
Data Processing	20	3.3	14	3.1	3	2.0	-	-	37	3.1
Nursing	12	2.0	12	2.6	-	-	-	-	24	2.0
Beauty Culture	4	0.7	7	1.5	1	0.7	-	-	12	1.0
Commercial Art	5	0.8	6	1.3	-	-	-	-	11	0.9
Food Management	1	0.2	5	1.1	-	-	-	-	6	0.5
Weather	1	0.2	-	-	-	-	-	-	1	0.1
TOTAL	602	100.0	455	100.0	150	100.0	5	100.0	1,212	100.0

No information for 66 students.

There were 2,198 students not interested in a local two-year institution.

Percents may not total 100 due to rounding.

TABLE 21

COURSES STUDENTS WOULD BE INTERESTED IN TAKING IF AVAILABLE AT LOCAL TWO-YEAR INSTITUTIONS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY SEX, 1966

	Male		Female		Total	
Courses	N	%	N	%	N	%
College Transfer	326	49.7	194	34.9	520	42.9
Vocational						
General	63	9.6	11	2.0	74	6.1
Commercial	199	30.3	285	51.2	484	40.0
Industrial Arts	41	6.2	2	0.4	43	3.5
Data Processing	21	3.2	16	2.9	37	3.1
Nursing	-	-	24	4.3	24	1.9
Beauty Culture	1	0.2	11	2.0	12	1.0
Commercial Art	4	0.6	7	1.2	11	0.9
Food Management	-	-	6	1.1	6	0.5
Weather	1	0.2	-	-	1	0.1
TOTAL	656	100.0	556	100.0	1,212	100.0

No information for 66 students.

There were 2,198 students not interested in a local two-year institution.

Percents may not total 100 due to rounding.

three out of ten males. On the other hand, males tended to be more interested in general vocational training and industrial arts than were females.

Roughly the same division of interest between college transfer courses and vocational courses was indicated by white and nonwhite students, Table 22. There were some differences between whites and nonwhites on the types of focational courses they would be interested in taking however. More white students indicated an interest in commercial courses than Negro students while a slightly greater proportion of nonwhite students were interested in general vocational courses than were white students.

As one might expect, when comparisons were made among seniors with different academic averages those students with higher averages tended to be more interested in college transfer courses than were those students with lower averages. For example, approximately three-fifths of the students with A averages indicated an interest in college transfer courses as compared to approximately two-fifths of the students with C averages, Table 23. Within the types of vocational courses it was difficult to determine a pattern among students with different academic averages.

In summary of those interested in a local two-year institution approximately three-fifths of the high school seniors indicated an interest in vocational training as opposed to college transfer courses. Among students who indicated an interest in vocational training, commercial courses was the type most frequently mentioned. Females tended to be more interested in vocational training than were males and also more

TABLE 22

COURSES STUDENTS WOULD BE INTERESTED IN TAKING IF AVAILABLE AT LOCAL TWO-YEAR INSTITUTIONS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY COLOR, 1966

Courses	White		Nonwhite		Total	
	N	%	N	%	N	%
College Transfer	436	42.9	84	43.1	520	42.9
Vocational						
General	51	5.0	23	11.7	74	6.1
Commercial	427	42.0	57	29.2	484	40.1
Industrial Arts	38	3.7	5	2.6	43	3.5
Data Processing	30	2.9	7	3.6	37	3.0
Nursing	18	1.8	6	3.1	24	2.0
Beauty Culture	7	0.7	5	2.6	12	1.0
Commercial Art	9	0.9	2	1.0	11	0.9
Food Management	-	-	6	3.1	6	0.5
Weather	1	0.1	-	-	1	0.1
TOTAL	1,017	100.0	195	100.0	1,212	100.0

No information for 66 students.

There were 2,198 students not interested in a two-year local institution.

Percents may not total 100 due to rounding.

TABLE 23

COURSES STUDENTS WOULD BE INTERESTED IN TAKING IF AVAILABLE AT LOCAL TWO-YEAR INSTITUTIONS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY ACADEMIC AVERAGE, 1966

	A		B		C		D		Total	
Courses	N	%	N	%	N	%	N	%	N	%
College Transfer	11	61.1	144	45.3	322	40.6	35	52.2	512	42.8
Vocational										
General	-	-	12	3.8	55	6.9	5	7.5	72	6.0
Commercial	6	33.3	138	43.4	316	40.0	20	29.8	480	40.1
Industrial Arts	-	-	6	1.9	35	4.4	2	3.0	43	3.6
Data Processing	-	-	7	2.2	29	3.6	-	-	36	3.0
Nursing	1	5.6	3	0.9	17	2.1	2	3.0	23	1.9
Beauty Culture	-	-	2	0.6	9	1.1	1	1.5	12	1.0
Commercial Art	-	-	5	1.6	5	0.6	1	1.5	11	0.9
Food Management	-	-	1	0.3	4	0.5	1	1.5	6	0.5
Weather	-	-	-	-	1	0.1	-	-	1	0.1
TOTAL	18	100.0	318	100.0	793	100.0	67	100.0	1,196	100.0

No information for 82 students.

There were 2,198 students not interested in a two-year local institution.

Percents may not total 100 due to rounding.

interested in commercial training. White students tended to be slightly more interested in commercial training than were nonwhite students while the Negroes tended to indicate a greater interest in general vocational training than whites. Students with higher academic averages tended to be more interested in college transfer courses than were students with lower academic averages.

CHAPTER VIII

SUMMARY OF FINDINGS

The purpose of the present study was to examine the post-high school plans for a sample of Delaware high school seniors. The questions of major concern were with who goes to college, where they plan to attend, and the factors involved in selection of a school. Data were also generated concerning the student's interest in attending a local two-year institution and the courses he would be interested in taking. A total of 3,476 seniors in 27 high schools in Delaware were administered a questionnaire, yielding data on seniors for a 50 percent sample of the public and private secondary schools in the State. The major findings of the study are summarized below.

Post-High School Plans

1. Of the students questioned, approximately one-half indicated they planned to enter college when they finished high school and nearly one in five said they intended to go to work.

2. Among the high school seniors, private school students were the most likely to be planning to go to college in that virtually all of these students were college-bound. The next largest proportions planning to go to college were students enrolled in parochial schools and students in

New Castle County public schools. More than one-half the students in the latter category planned to attend college as compared to slightly more than two out of five students in either Kent or Sussex Counties.

3. Males were more likely to be planning to enter college than females in that almost three out of five males planned to attend college as compared to one-half the females.

4. More white students than nonwhite students planned to attend college. Approximately 54 percent of the white students were college-bound as compared to 44 percent of the nonwhite students.

5. Those students with higher grades and who came from high status families were more likely to be planning to attend college than any of the other categories. Nine out of ten students with A averages planned to go to college as compared to seven out of ten students with B averages and two out of five students with C averages. In terms of socioeconomic status, approximately one-fourth of the students whose families were in the lowest ranked status position planned to attend college while more than four out of five students from the highest ranked families were college-bound.

Advisors

1. When discussing post-high school plans seniors most frequently talked with and took the advice of their parents and guidance counselor. Approximately four-fifths of the students mentioned their parents and about one-half mentioned their guidance counselor.

2. In general students found the guidance counselor to be quite helpful. Approximately three out of five students indicated that the guidance counselor was either very helpful or of some help.

3. College-bound students were more likely to talk with their guidance counselors and to find them helpful than were noncollege-bound students. Of those planning to go to college, slightly fewer than 1 out of 14 did not discuss their post-high school plans with a guidance counselor as compared to nearly 2 out of 5 noncollege-bound students.

Reasons for Post-High School Training

1. The reason most frequently given for taking post-high school training was to satisfy vocational aspirations. More than one-half the students indicated this reason. The next most frequently mentioned factor, which had to do with scholastic or academic orientations (for example, to learn more or become better educated), accounted for only one out of seven students.

2. For those students who were not planning further education, the reason most frequently cited was that they were either not interested or that they disliked school. This reason was given by approximately two-fifths of the noncollege-bound students.

Location of Post-High School Education

1. Seniors in the present study indicated that they planned to seek post-high school education in schools located in the District of Columbia and in 38 of the 50 states.

2. Delaware was the state in which the greatest proportion of students planned to continue their education, accounting for slightly more than one-half of the seniors. Excluding Delaware, more than twice as many students planned to attend schools in Pennsylvania than in any other state. The next most frequently mentioned state was North Carolina.

3. Among those students who planned to attend either a four-year college or a junior college, approximately one-half planned to remain in the State; whereas, for those planning to take business training or a professional school, three out of five planned to attend an instate institution.

4. Nearly nine out of ten students enrolled in private schools planned to attend an out-of-state institution.

5. Slightly less than one-half of the male students planned to go to school in Delaware, while three out of five females indicated a similar decision.

6. Negroes were more likely to be planning to attend a Delaware institution than were whites. Approximately one-half of the white students as compared to seven out of ten Negro students made this decision.

7. Delaware is losing more than two-thirds of the students with the highest academic averages to schools in other states. Fewer than one-third of the A students and 55 percent of the B and C students indicated that they planned to go to school in Delaware after graduation from high school.

8. For those students who planned to attend a Delaware institution of higher learning,there were substantial differences among the proportions planning to attend the various schools. Approximately two-thirds planned to go to the University of Delaware while about 10 percent planned to attend Goldey Beacom. An additional 10 percent planned to go to Delaware State College.

9. The choice of the specific Delaware institution which students planned to attend was found to vary according to the students color, sex, academic average, and the type and location of the high school in which he was enrolled.

Reasons for Choice of College

1. When asked to indicate the main reason for selecting the particular school they planned to attend, students most frequently stated that the school provided the courses of study or subjects which they found most desirable. This reason was given by three out of ten students. One out of five felt that the academic reputation of the school was the most important reason.

2. Students attending private schools were much more concerned about the academic reputation of the college than were seniors in other types of schools. Nearly one-half of the private school students cited this reason as compared to one-fifth of the students enrolled in public and parochial schools.

3. There was very little difference between males and females on reasons given for choice of a college.

4. White students were more concerned with the availability of desirable course offerings and the academic reputation of the school than were nonwhites. Almost one-third of the white students mentioned access to desirable course offerings as the main reason for their choice while only one-fourth of the Negro students made this response. Approximately one out of five white students and one out of ten Negro students cited the academic reputation of the college.

5. Students with _A_ averages tended to be much more concerned with the academic reputation of a school than were students with lower averages. Approximately two-fifths of the _A_ students gave this as the main reason in choosing a particular school as compared to slightly more than one-fifth of the _B_ students and one out of seven _C_ students.

6. Among students who planned to attend an out-of-state institution the reason most frequently cited was to get away from home. This reason was mentioned by one-fourth of the students.

7. The opportunity to get away from home as the reason for choosing an out-of-state school was given by twice as many students in New Castle County public schools as in Kent and Sussex County public schools.

8. There was no discernible pattern of differences between the responses of males and females and between whites and nonwhites as to why they planned to attend an out-of-state institution.

9. Students with higher academic averages were slightly more likely to choose an out-of-state school in order to get away from home than were students with lower averages.

Ratings of Selected College Characteristics

1. More than any other attribute, the greatest proportion of high school seniors felt that a college or university should have a high academic rating. Almost one-half of the students rated this attribute as most desirable.

2. A slightly greater proportion of private school students felt that a high academic rating was most desirable than did students in other high schools. The same condition was true of white students and females.

3. There was a relatively strong relationship between the student's academic average and the perceived desirability of a school possessing a high academic reputation. More than four out of five A students felt this attribute to be most desirable as compared to one out of three C students.

4. That a college is located away from home was also strongly desired by a fairly large proportion of high school seniors. More than one-third felt this to be most desirable.

5. Students enrolled in private schools reacted most strongly to this characteristic. Almost one-half thought it to be most desirable.

6. The fact that a school provided lots of social life or was located in a small town was considered desirable by a fairly substantial proportion of students, but not nearly to the same extent as academic reputation and location away from home.

7. The presence of fraternities and sororities or the fact that a college has winning athletic teams were attributes which relatively small proportions of seniors found most desirable.

Perception of Delaware Institutions of Higher Education

1. The University of Delaware enjoys a relatively high academic reputation among high school seniors in the State. Almost four out of five students felt that the university's academic reputation was either above average or excellent. Less than two percent felt that it was either below average or poor.

2. Private school students were less favorably disposed to the University. Only 1 out of 12 of these students felt that the academic reputation of the University was excellent while from one-fourth to one-fifth of the students in the other high schools gave the University a similar rating.

3. There were only minor variations between males and females, between whites and nonwhites, and among students with different academic averages in their ratings of the academic reputation of the University of Delaware.

4. The academic reputation of Delaware State College was rated considerably lower than that of the University of Delaware. The greatest proportion of seniors (two-thirds) felt the college was average.

5. Students enrolled in Kent and Sussex County public high schools tended to be the least critical in their rating of Delaware State College, while private school students were the most critical. One-fifth of the former group rated Delaware State as either above average or excellent, while less than four percent of the private school seniors gave the college this high rating.

6. Females tended to rate Delaware State College higher than did males and Negroes were far more likely to give the college a higher rating than were whites. Approximately one-third of the Negro students felt that the academic reputation of Delaware State was either above average or excellent as compared to one out of ten white students.

7. Among students with different academic averages, slightly smaller proportions of students with A averages rated Delaware State College as either above average or excellent as compared to B or C students.

8. The academic reputation of Wesley College was perceived to be higher than that of Delaware State College, but not as high as that of the University of Delaware. Slightly fewer than one-fourth of the seniors rated the academic reputation of Wesley College as either above average or excellent. Approximately three-fifths of the students felt that Wesley College was average.

9. Again, students from Kent and Sussex County public schools tended to be more favorably inclined toward Wesley College than were students from other schools.

10. There were only slight differences between males and females in their evaluation of Wesley College, while nonwhite students tended to give the school a higher rating than did white students.

11. In general, students with lower academic averages tended to be less critical of Wesley College. Slightly less than three-tenths of the C students ranked Wesley College as either above average or excellent as compared to less than one out of seven students with A averages.

General Impressions

1. When students were asked to indicate what they first thought of when the University of Delaware was mentioned, one out of four responded with a generally positive statement. An additional one-sixth of the students made reference to the difficulty of the academic program. Also one in ten mentioned the engineering program.

2. Public school seniors from Kent and Sussex County schools were slightly more prone to make general positive statements about the University than were other students.

3. There were very few differences between males and females in their general impressions of the University of Delaware.

4. Approximately one out of eight Negro students indicated they knew little about the University as compared to only three percent of the white students. Also a slightly larger proportion of nonwhite students made some negative reference about the University than did white students.

5. Students with higher academic averages tended to be more informed about the University than were students with lower averages. Also the higher the academic average of the senior, the less likely was he to mention the difficulty of the university's academic program. Approximately one out of ten A students mentioned this factor as compared to one out of five C students.

6. Almost one-fourth of the high school seniors indicated they knew so little about Delaware State College they could not give an impression. Of those who did respond, the dominant image, cited by approximately one-third of the students, was "it's a Negro school."

One-tenth of the seniors had the impression that Delaware State College was either a mediocre or poor school while slightly less than six percent of the seniors indicated a generally positive impression.

7. Seniors enrolled in Kent and Sussex County public high schools tended to be better informed about Delaware State College and to have a more positive impression than students in other schools. Approximately 12 percent of the Kent and Sussex County public high school students had a generally positive impression of the college as compared to four percent or less of the Delaware seniors elsewhere.

8. Differences between males and females in their general impressions of Delaware State College were negligible; however, differences by color were substantial. White students were more likely (one-fourth) to be uninformed about Delaware State College than were nonwhite students (six percent). More than one-third of the white seniors referred to the fact that Delaware State was a "Negro college," while only five percent of the nonwhite seniors made a similar reference. Further, one-fifth of the Negro students had a generally positive impression of the college, while only four percent of the white students held similar views.

9. There were only slight differences among students with various academic averages with regard to their impressions of Delaware State College.

10. Slightly more than one out of five students stated they knew so little about Wesley College they were unable to form an impression.

11. Of those who did respond, slightly fewer than one in five referred to Wesley College as being a junior college. Approximately 1 out of 12 seniors held a generally positive impression of the school, while 1 out of 10 indicated generally a negative impression of the college.

12. Again public school students from Kent and Sussex Counties tended to be the best informed about Wesley College.

13. There were only slight differences between males and females in their impressions of Wesley College; however, in terms of color, more than two-fifths of the Negro students indicated they knew little about the school as compared to approximately one-fifth of the white students.

14. In general, students with higher academic averages tended to be less favorably oriented toward Wesley College than were students with lower averages. Twice as many C as A students had a generally positive impression of Wesley College.

Interest in a Local Two-Year Institution of Higher Education

1. Slightly less than two out of five seniors indicated they would be interested in attending a local two-year institution.

2. Students in Sussex County public schools were the most interested in that approximately one-half were favorably disposed toward a two-year institution of higher education.

3. There was little difference in the degree of interest between males and females; however, approximately one-third of the white seniors as compared to nearly three-fifths of the Negro students indicated an interest in attending a local two-year institution.

4. Students with lower academic averages were far more interested in attending a local two-year institution of higher education than were

students with higher academic averages. Less than one out of ten A students indicated such an interest while slightly more than one-fourth of the B students and more than two out of five students with a C average were similarly inclined.

5. Of those students who were interested in a local two-year institution of higher education, approximately three-fifths indicated an interest in vocational training as opposed to college transfer courses.

6. Two out of five cited commercial courses as the type course they would be most interested in taking.

7. Male students (one-half) were more interested in college transfer courses than were female students (one-third). Females tended to be more interested in taking commercial courses than were males.

8. White students tended to be slightly more interested in commercial training than were nonwhite students, while Negroes tended to indicate a greater interest in general vocational training than whites.

9. Students with higher academic averages tended to be more interested in college transfer courses than were students with lower academic averages. Three-fifths of the A students indicated such an interest as compared to approximately two-fifths of the students with C averages.

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T A B L E 1

STATE AND COLLEGE WHICH STUDENT PLANS TO ATTEND FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN TO GO TO AN OUT-OF-STATE INSTITUTION, 1965

	New Castle	Kent & Sussex	Private	Parochial	Total
Alabama					3
Livingston College	1	-	-	-	1
Oakwood College	-	2	-	-	2
Arizona					2
Arizona State University	2	-	-	-	2
California					7
Chouinard Art Institute	1	-	-	-	1
Foothill College	1	-	-	-	1
Long Beach California City College	2	-	-	-	2
Pasadena City College	-	-	-	1	1
Stanford University	1	-	-	-	1
University of California at Los Angeles	-	-	-	1	1
Colorado					6
Air Force Academy	1	1	-	1	3
University of Colorado	-	-	-	1	1
University of Denver	-	-	2	-	2
Connecticut					11
Coast Guard Academy	2	1	-	-	3
Connecticut College for Women	4	-	-	-	4
University of Bridgeport	2	-	-	-	2
University of Connecticut	2	-	-	-	2
District of Columbia					21
American University	1	2	1	-	4
Catholic University of America	1	-	-	-	1
George Washington University	2	1	-	-	3
Harvard University	3	-	-	-	3
Immaculata Junior College	-	-	-	1	1

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
District of Columbia (Con't)					
Strayer Junior College of Finance	-	-	-	1	1
Trinity College	2	1	4	-	7
Washington Bible College	1	-	-	-	1
Florida					25
Bakersfield-Palm Beach	-	1	-	-	1
Dade Junior College	2	-	-	-	2
Florida A. and M.	-	1	-	-	1
Florida Presbyterian College	1	-	-	-	1
Miami Junior College	3	-	-	-	3
Sarasota College	-	-	-	1	1
Palm Beach Junior College	-	1	-	-	1
Saint Leo College	-	-	-	1	1
University of Florida	3	-	-	-	3
University of Jacksonville	2	-	-	-	2
University of Miami	5	-	1	1	7
University of Tampa	1	-	-	-	1
Webber College	1	-	-	-	1
Georgia					8
Andrews Presbyterian College	2	-	-	-	2
Atlanta Business College	-	1	-	-	1
Emory University	-	-	1	-	1
University of Georgia	1	-	-	-	1
University of South Georgia	1	-	-	-	1
Wesleyan College	-	1	1	-	2
Illinois					9
Bradley University	1	-	-	-	1
Knox College	-	-	2	-	2
Loyola University	-	-	-	1	1
Rockford College	1	-	1	-	2
The Principia	-	-	1	-	1
University of Illinois	1	-	-	-	1
University of Northern Illinois	1	-	-	-	1
Indiana					14
Butler University	2	-	-	-	2
Earlham College	-	-	1	-	1
Indiana University	1	-	-	-	1
Purdue University	4	-	-	-	4
Taylor University	-	-	1	-	1
University of Notre Dame	-	-	-	5	5

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
Iowa					3
Iowa State	-	1	-	-	1
Parson College	1	-	1	-	2
Kansas					4
College of Emporia	1	-	-	-	1
McPherson College	1	-	-	-	1
Ottawa College	1	-	-	-	1
University of Kansas	-	1	-	-	1
Kentucky					14
Asbury College	1	2	-	-	3
Georgetown College	-	1	1	3	5
University of Louisville	1	-	-	-	1
Union College	-	1	-	1	2
University of Kentucky	1	1	-	-	2
Western Kentucky State College	1	-	-	-	1
Louisiana					5
Dillard University	1	-	-	-	1
Louisiana State University & A.and M. College	2	1	-	-	3
Tulane University of Louisiana	1	-	-	-	1
Maine					5
Farmington State Teachers College	-	2	-	-	2
Nasson College	-	-	1	-	1
University of Maine	2	-	-	-	2
Maryland					48
Bowie State College	1	-	-	-	1
Essex Community College	-	1	-	-	1
Goucher College	2	-	-	-	2
Hagerstown Junior College	-	1	-	-	1
Harford Junior College	2	2	-	1	5
Johns Hopkins University	1	-	-	-	1

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
Maryland (Con't)					
Maryland Institute College of Arts	2	1	-	-	3
Maryland State College	-	1	-	-	1
Montgomery Junior College	-	1	-	-	1
Morgan State College	2	2	-	-	4
Mount Saint Mary's	-	-	-	2	2
Salisbury State College	2	5	-	-	7
Towson State College	-	1	-	1	2
United States Naval Academy	1	-	-	-	1
University of Maryland	3	6	-	3	12
Washington College	-	1	-	1	2
Western Maryland College	1	1	-	-	2
Massachusetts					42
Amherst College	-	-	1	-	1
Bay Path Junior College	-	-	1	-	1
Boston College	1	1	-	-	2
Brandeis University	1	-	1	-	2
Dean Junior College	1	-	-	-	1
Emerson College	2	-	-	-	2
Endicott Junior College	-	-	1	-	1
Harvard University	1	1	5	-	7
College of the Holy Cross	-	-	-	1	1
Mount Holyoke College	1	-	2	-	3
Mount Joa - Boston	-	-	1	-	1
Northeastern University	-	1	-	-	1
Pine Manor Junior College	1	-	-	-	1
Radcliffe College	1	1	-	-	2
Simmons College	1	-	-	-	1
Smith College	1	-	-	-	1
Tufts University	2	-	1	-	3
University of Boston	-	1	-	-	1
University of Massachusetts	2	-	-	-	2
Wellesley College	-	-	3	-	3
Wheaton College	2	-	1	-	3
Wheelock College	-	-	1	-	1
Williams College	-	-	1	-	1
Michigan					7
Albion College	-	1	-	-	1
Michigan State	1	1	-	-	2
Nazareth College	1	-	-	-	1
University of Michigan	1	-	2	-	3

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
Minnesota					3
Carleton College	-	-	1	-	1
McAllister's School of Embalming	-	-	-	1	1
Morehead State University	1	-	-	-	1
Mississippi					2
Mississippi Military Preparatory School	-	-	-	1	1
University of Mississippi	1	-	-	-	1
Missouri					4
Missouri Valley College	1	-	-	-	1
Stephen's College	1	1	-	-	2
University of Missouri	1	-	-	-	1
New Hampshire					4
Belknap College	1	-	-	-	1
Dartmouth College	2	-	1	-	3
New Jersey					19
Centenary College for Women	2	-	1	-	3
Drew University	1	1	-	-	2
Fairleigh Dickinson University	4	-	-	-	4
Glassboro State College	-	-	-	1	1
Princeton University	2	1	2	-	5
Rider College	3	1	-	-	4
New Mexico					1
University of New Mexico	-	1	-	-	1
New York					57
Academy of Aeronautics	1	-	-	-	1
Broome Technical Community College	1	-	-	-	1
Bryant College	2	-	-	-	2
Colgate University	1	-	-	-	1

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
New York (Con't)					
Columbia University	-	-	1	-	1
Cooper Union	1	-	-	-	1
Cornell University	4	-	5	-	9
Elmira College	-	-	1	-	1
Hartwich College	-	-	1	-	1
Houghton College	2	-	-	-	2
St. Lawrence University	-	1	-	-	1
Long Island University	1	-	-	-	1
Manhattanville College of the Sacred Heart	-	-	1	-	1
New York University	4	-	1	-	5
Hobart & William Smith Colleges	2	-	-	-	2
Pratt Institute	2	-	-	-	2
Rensselaer Polytechnic Institute	-	-	-	1	1
Russell Sage College	1	-	-	-	1
St. Bonaventure University	-	-	-	1	1
St. John's University	-	-	-	1	1
St. Mary's	-	-	-	2	2
Sarah Lawrence College	1	-	-	-	1
State University of New York	1	-	-	-	1
Syracuse University	7	1	-	-	8
United States Merchant Marine Academy	-	-	-	1	1
Vassar College	-	1	-	-	1
Wells College	1	-	1	-	2
West Point Military Academy	2	1	1	1	5
					82
North Carolina					
Appalachian State Teachers College	3	1	-	-	4
Belmont Abbey College	1	-	-	-	1
Bennett College	1	-	-	-	1
Catawba College	2	6	-	-	8
Chowan Junior College	1	-	-	-	1
Duke University	8	1	2	-	11
East Carolina College	10	6	-	-	16
Elon College	3	2	-	-	5
Gardner-Webb Junior College	1	-	-	-	1
Greensboro College	1	1	-	-	2
Guilford College	1	-	-	-	1
High Point College	1	4	-	-	5

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
North Carolina (Con't)					
Lees-McRae College	5	-	-	-	5
Lenoir Rhyne College	-	2	-	-	2
Mars Hill College	-	-	-	1	1
Mitchell College	-	1	-	-	1
North Carolina College	-	1	-	-	1
Pembroke State College	1	-	-	-	1
Pfeiffer College	1	-	-	-	1
Salem College	1	1	1	-	3
University of North Carolina	5	1	4	-	10
Wake Forrest College	-	1	-	-	1
North Dakota					2
University of North Dakota	-	-	-	2	2
Ohio					33
Antioch College	1	-	1	-	2
Ashland College	1	-	-	-	1
Baldwin-Wallace College	-	-	1	-	1
Hiram College	1	-	-	-	1
Kenyon College	-	-	1	-	1
Lake Erie College	1	-	-	-	1
Muskingum College	1	-	-	-	1
Oberlin College	2	-	-	-	2
Ohio University	-	-	1	-	1
Ohio Wesleyan University	6	-	1	-	7
University of Cincinnati	2	-	-	-	2
University of Dayton	-	-	-	2	2
Walsh College	1	-	-	1	2
Wilmington College	-	-	1	-	1
Wittemburg University	2	-	-	-	2
Wooster College	6	-	-	-	6
Pennsylvania					196
Allentown	-	-	-	2	2
Bloomsburg State College	3	-	-	-	3
Borhin College	-	-	1	-	1
Bryn Mawr	-	-	1	-	1
Bucknell University	5	-	5	-	10
Cabrini College	-	-	-	1	1
Carnegie Institute of Technology	2	-	-	-	2

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
Pennsylvania (Con't)					
Cheyney State College	-	-	-	1	1
Clarion State College	-	1	-	-	1
Delaware Valley	1	-	-	1	2
Dickinson College	2	-	1	-	3
Eastern Pilgrim College	-	2	-	-	2
Elizabethtown College	3	1	-	-	4
Franklin & Marshall	1	2	-	1	4
Gettysburg College	2	-	-	-	2
Grove College	1	-	-	-	1
Harcum Junior College	2	-	-	-	2
Harverford College	-	-	1	-	1
Juniata College	2	-	-	-	2
Keystone Junior College	1	-	-	-	1
Kings College	1	-	-	3	4
Kutztown College	4	-	-	1	5
La Salle	1	-	-	5	6
Lehigh	4	-	1	-	5
Lincoln University	-	1	-	-	1
Lock Haven State College	2	-	-	-	2
Lycoming College	-	1	-	-	1
Millersville State College	1	1	-	1	3
Mount Aloysius Junior College	-	-	-	2	2
Muhlenberg	2	-	-	-	2
Penn Hall Junior College	-	-	2	-	2
Pennsylvania Military College	-	-	-	2	2
Pennsylvania State University	5	-	4	1	10
Philadelphia College of Art	4	-	-	1	5
Philadelphia School of Pharmacy	1	-	-	1	2
Robert Morris Junior College	1	-	-	-	1
Saint Francis College	1	-	-	6	7
Saint Joseph's College	2	-	-	11	13
Saint Vincent College	-	-	-	1	1
Shippensburg State College	-	1	-	-	1
Spring Garden School	4	1	-	2	7
Susquehanna University	2	-	-	-	2
Swarthmore College	2	3	1	-	6
Temple University	3	3	-	2	8
University of Pennsylvania	6	-	3	1	10
University of Pittsburgh	4	-	-	-	4
University of Scranton	-	-	-	2	2
Ursinus	1	-	-	-	1
Valley Forge Military Junior College	1	-	-	1	2

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
Pennsylvania (Con't)					
Villanova University	1	-	1	5	7
Washington & Jefferson	1	-	-	-	1
Westchester State	9	1	-	4	14
Westminster College	2	2	-	-	4
Wilson College	1	1	1	-	3
York College	1	-	-	-	1
Rhode Island					3
Barrington College	1	-	-	-	1
Brown University	1	-	-	-	1
University of Rhode Island	1	-	-	-	1
South Carolina					10
Bob Jones University	3	1	-	-	4
Citadel, The	1	-	-	-	1
Columbia Bible College	1	-	-	-	1
Furman University	1	-	-	-	1
University of South Carolina	2	-	-	-	2
Wofford	1	-	-	-	1
Tennessee					15
Chattanooga University	2	-	-	-	2
East Tennessee State College	1	-	-	-	1
Fisk College	1	-	-	-	1
Lee College	-	1	-	-	1
Maryville College	4	-	-	-	4
Tusculum	-	1	-	-	1
University of the South	-	-	1	-	1
Vanderbilt	2	-	1	1	4
Texas					19
Rice University	-	-	1	-	1
Saint Edward's College	-	-	-	16	16
Texas Christian University	1	-	-	-	1
University of Texas	-	-	-	1	1
Utah					2
Brigham Young University	1	-	-	-	1
University of Utah	1	-	-	-	1

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
Vermont					5
Norwich University	1	-	-	-	1
Middlebury College	1	-	1	-	2
University of Vermont	2	-	-	-	2
Virginia					70
Averett College	1	-	-	-	1
Frederick College	1	9	-	-	10
Hampton Institute	-	2	-	-	2
Hollins College	1	-	1	-	2
Long Wood College	-	3	-	-	3
Lynchburg College	2	1	-	-	3
Madison College	-	1	-	-	1
Mary Baldwin	-	-	1	-	1
Old Dominion College	-	2	-	-	2
Radford College	1	-	-	-	1
Randolph-Macon	1	2	1	-	4
Richmond Professional Institute	4	4	-	-	8
Stratford College	-	-	1	-	1
Sweet Briar College	1	-	2	-	3
University of Richmond	-	1	-	-	1
University of Virginia	2	3	1	-	6
Virginia Intermont College	2	1	-	-	3
Virginia Military Institute	4	-	-	1	5
Virginia Polytechnic Institute	3	-	-	-	3
Virginia State	1	-	-	-	1
Washington & Lee University	3	-	-	-	3
William & Mary, College of	3	2	1	-	6
West Virginia					26
Alderson-Broaddus College	-	2	-	-	2
Beckley College	1	-	-	-	1
Concord College	1	1	-	-	2
Davis & Elkins College	4	-	-	-	4
Glenville State College	-	-	-	1	1
Greenbrier College	-	1	-	-	1
Marshall University	3	-	-	-	3
Shepherd College	-	1	-	-	1
Morris Harvey College	2	-	-	-	2
University of West Virginia	1	2	-	-	3
West Virginia Wesleyan College	4	2	-	-	6

TABLE 1 (Con't)

	New Castle	Kent & Sussex	Private	Parochial	Total
Wisconsin					2
Marquette University	1	-	-	-	1
University of Wisconsin	1	-	-	-	1
TOTAL	408	152	105	122	787

TABLE 2

REASONS FOR CHOICE OF COLLEGE WHICH STUDENT PLANS TO ATTEND FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY SEX, 1966

	Sex					
	Male		Female		Total	
Reason	N	%	N	%	N	%
Desirable course offerings	311	28.6	300	32.9	611	30.5
Academic reputation of school	243	22.3	167	18.3	410	20.5
Low cost or jobs available	141	12.9	118	12.9	259	12.9
Close to home	132	12.1	122	13.4	254	12.7
Location of college	48	4.4	48	5.3	96	4.8
Small college	48	4.4	43	4.7	91	4.6
Desirable social attributes	48	4.4	32	3.5	80	4.0
Lower academic requirements	44	4.0	31	3.4	75	3.8
Influenced by parents or relatives	25	2.3	27	3.0	52	2.6
Preparation for job	10	0.9	5	0.5	15	0.7
Far from home	6	0.6	8	0.9	14	0.7
Other	33	3.0	11	1.2	44	2.2
TOTAL	1,089	100.0	912	100.0	2,001	100.0

No information for 215 students.

Percents may not total 100 due to rounding.

TABLE 3

REASONS FOR CHOICE OF COLLEGE WHICH STUDENT PLANS TO ATTEND FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY COLOR, 1966

	Color					
	White		Nonwhite		Total	
Reason	N	%	N	%	N	%
Desirable course offerings	569	31.1	42	24.7	611	30.6
Academic reputation of school	389	21.3	20	11.8	409	20.5
Low cost or jobs available	213	11.6	46	27.1	259	13.0
Close to home	228	12.5	26	15.3	254	12.7
Location of college	91	5.0	5	2.9	96	4.8
Small college	89	4.9	2	1.2	91	4.5
Desirable social attributes	70	3.8	10	5.9	80	4.0
Lower academic requirements	67	3.7	8	4.7	75	3.7
Influenced by parents or relatives	48	2.6	4	2.3	52	2.6
Preparation for job	14	0.8	1	0.6	15	0.7
Far from home	14	0.8	-	-	14	0.7
Other	37	2.0	6	3.5	43	2.2
TOTAL	1,829	100.0	170	100.0	1,999	100.0

No information for 217 students.

Percents may not total 100 due to rounding.

TABLE 4

REASONS FOR CHOICE OF COLLEGE WHICH STUDENT PLANS TO ATTEND FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS BY ACADEMIC AVERAGE, 1966

(By percentage)

	Academic Average				
Reason	A (N=180)	B (N=885)	C (N=891)	D (N=38)	Total (N=1,994)
Desirable course offerings	27.8	30.7	31.3	18.4	30.5
Academic reputation of school	41.7	22.5	14.7	13.2	20.6
Low cost or jobs available	9.4	14.6	12.1	10.5	12.9
Close to home	5.0	12.3	14.9	5.3	12.7
Location of college	4.4	4.2	5.6	2.6	4.8
Small college	3.3	3.8	5.4	7.9	4.6
Desirable social attributes	3.3	4.3	3.8	2.6	4.0
Lower academic requirements	0.6	2.1	5.4	18.4	3.8
Influenced by parents or relatives	2.2	2.1	2.8	10.5	2.6
Preparation for job	0.6	0.5	1.0	-	0.7
Far from home	0.6	0.7	0.6	5.3	0.7
Other	1.1	2.1	2.4	5.3	2.2
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 222 students.

Percents may not total 100 due to rounding.

TABLE 5

REASONS FOR CHOICE OF COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN TO ATTEND AN OUT-OF-STATE INSTITUTION BY SEX, 1966

	Sex					
	Male		Female		Total	
Reason	No.	%	No.	%	No.	%
To get away from home	125	22.8	107	27.9	232	24.9
Desired courses not available in Delaware	117	21.3	56	14.6	173	18.6
General negative orientation toward Delaware	76	13.8	55	14.4	131	14.1
Out-of-state school gives better education in field	57	10.4	26	6.8	83	8.9
Opportunity for new experience	31	5.6	41	10.7	72	7.7
Prefer out-of-state school	40	7.3	29	7.6	69	7.4
Home out-of-state	35	6.4	14	3.7	49	5.3
State location not relevant to choice of school	13	2.4	9	2.3	22	2.4
Out-of-state school has good reputation	13	2.4	5	1.3	18	1.9
Like south, north, etc.	10	1.8	11	2.9	21	2.3
Financial reasons	13	2.4	4	1.0	17	1.8
Cultural opportunities not found in Delaware	2	0.4	13	3.4	15	1.6
Wasn't accepted at University of Delaware	7	1.3	6	1.6	13	1.4
Other	10	1.8	7	1.8	17	1.8
TOTAL	549	100.0	383	100.0	932	100.0

There were 11 students who indicated an out-of-state school, but gave no reason.

Also 226 students indicated they planned for post-high school training, but did not indicate a school.

Additionally 1,047 students plan to attend instate institutions.

Percents may not total 100 due to rounding.

TABLE 6

REASON FOR CHOICE OF COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN TO ATTEND AN OUT-OF-STATE INSTITUTION BY COLOR, 1966

Reason	Color					
	White		Nonwhite		Total	
	No.	%	No.	%	No.	%
To get away from home	221	25.0	11	23.4	232	24.9
Desired courses not available in Delaware	162	18.3	11	23.4	173	18.6
General negative orientation toward Delaware	124	14.0	6	12.8	130	14.0
Out-of-state school gives better education in field	80	9.0	3	6.4	83	8.9
Opportunity for new experience	65	7.4	7	14.9	72	7.7
Prefer out-of-state school	66	7.5	3	6.4	69	7.4
Home out-of-state	48	5.4	1	2.1	49	5.3
State location not relevant to choice of school	21	2.4	1	2.1	22	2.4
Out-of-state school has good reputation	17	1.9	1	2.1	18	1.9
Like south, north, etc.	20	2.3	1	2.1	21	2.3
Financial reasons	16	1.8	1	2.1	17	1.8
Cultural opportunities not found in Delaware	14	1.6	1	2.1	15	1.6
Wasn't accepted at University of Delaware	13	1.5	-	-	13	1.4
Other	17	1.9	-	-	17	1.8
TOTAL	884	100.0	47	100.0	931	100.0

There were 12 students who indicated an out-of-state school, but gave no reason.

Also 226 students indicated they planned for post-high school training, but did not indicate a school.

Additionally 1,047 students plan to attend instate institutions.

Percents may not total 100 due to rounding.

TABLE 7

REASONS FOR CHOICE OF COLLEGE FOR A SAMPLE OF SENIORS WHO PLAN TO ATTEND AN OUT-OF-STATE INSTITUTION BY ACADEMIC AVERAGE, 1966

(By percentage)

	Academic Average				
Reason	A (N=121)	B (N=385)	C (N=407)	D (N=16)	Total
To get away from home	30.6	26.8	21.9	18.6	25.0
Desired courses not available in Delaware	15.7	18.2	19.7	12.5	18.4
General negative orientation toward Delaware	10.7	14.5	14.0	25.0	14.0
Out-of-state school gives better education in field	11.6	8.6	7.9	25.0	8.9
Opportunity for new experience	9.9	8.6	6.6	-	7.8
Prefer the out-of-state school	5.8	6.5	8.8	6.3	7.4
Home out of state	2.5	4.9	6.6	-	5.3
State location not relevant to choice of school	4.1	1.8	2.2	6.3	2.4
Out-of-state school has good reputation	1.7	2.1	2.0	-	1.9
Like south, north, etc.	-	2.3	2.9	-	2.3
Financial reasons	3.3	1.8	1.5	-	1.8
Cultural opportunities not in Delaware	3.3	2.1	0.7	-	1.6
Wasn't accepted at University of Delaware	0.8	0.5	2.5	-	1.4
Other	-	1.3	2.7	6.3	1.8
TOTAL	100.0	100.0	100.0	100.0	100.0

There were 14 students who indicated an out-of-state school, but gave no reason.

Also 226 students indicated they planned for post-high school training but did not indicate a school.

Additionally 1,047 students plan to attend instate institutions.

Percents may not total 100 due to rounding.

TABLE 8

RATING OF A COLLEGE ACCORDING TO HIGH ACADEMIC STANDING FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

		Rating					
Characteristic	Total Number	Most Dsrbl.	More Dsrbl.	Dsrbl.	Less Dsrbl.	Least Dsrbl.	Total
Location & Type of High School							
		Percent					
Public							
New Castle County	1,106	46.3	29.8	16.8	6.2	0.8	100.0
Kent & Sussex Counties	519	46.1	29.9	16.9	6.2	1.0	100.0
Private	133	57.9	24.8	11.3	3.8	2.2	100.0
Parochial	317	46.4	33.8	14.8	3.8	1.3	100.0
Sex							
Male	1,132	43.7	30.4	17.0	7.5	1.4	100.0
Female	940	51.0	29.7	15.3	3.5	0.5	100.0
Color							
White	1,896	48.3	29.9	15.5	5.4	1.0	100.0
Nonwhite	176	33.5	32.4	23.9	9.1	1.1	100.0
Academic Average							
A	184	80.4	15.2	3.8	0.5	0.0	100.0
B	902	55.7	31.2	10.6	2.3	0.2	100.0
C	941	33.2	32.5	23.4	8.9	2.0	100.0
D	39	30.8	20.5	20.5	28.2	0.0	100.0
TOTAL	2,075	47.0	30.1	16.2	5.7	1.0	100.0

No information - varies slightly for each characteristic.

Percents may not total 100 due to rounding.

TABLE 9

RATING OF A SCHOOL AWAY FROM HOME FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

		Rating					
Characteristic	Total Number	Most Dsrbl.	More Dsrbl.	Dsrbl.	Less Dsrbl.	Least Dsrbl.	Total
Location & Type of High School		- - - - - - - - - -		Percent	- - - - - - - - - -		
Public							
New Castle County	1,101	38.7	21.5	20.2	15.3	4.3	100.0
Kent & Sussex Counties	513	32.4	26.5	19.5	14.8	6.8	100.0
Private	128	47.6	24.2	15.6	8.6	3.9	100.0
Parochial	316	27.5	19.0	21.2	23.7	8.5	100.0
Sex							
Male	1,122	33.2	23.6	20.7	16.3	6.2	100.0
Female	932	39.2	21.4	18.8	15.9	4.8	100.0
Color							
White	1,880	36.2	22.8	19.6	16.0	5.4	100.0
Nonwhite	174	32.8	20.7	21.8	17.2	7.5	100.0
Academic Average							
A	183	46.4	28.4	14.2	8.7	2.2	100.0
B	893	35.5	22.4	21.0	16.5	4.6	100.0
C	933	34.5	21.7	19.5	17.3	7.0	100.0
D	40	37.5	17.5	25.0	15.0	5.0	100.0
TOTAL	2,058	36.0	22.5	19.9	16.1	5.5	100.0

No information - varies slightly for each characteristic.

Percents may not total 100 due to rounding.

TABLE 10

RATING OF COLLEGE ACCORDING TO AMOUNT OF SOCIAL LIFE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

		Rating					
Characteristic	Total Number	Most Dsrbl.	More Dsrbl.	Dsrbl.	Less Dsrbl.	Least Dsrbl.	Total
Location & Type of High School							
		- - - - - - - - -		Percent - - - - - - - - - -			
Public							
New Castle County	1,105	15.0	28.5	34.9	18.2	3.4	100.0
Kent & Sussex Counties	518	11.0	21.8	41.3	22.4	3.5	100.0
Private	131	15.3	29.8	33.6	19.1	2.3	100.0
Parochial	317	14.5	25.2	41.6	16.1	2.5	100.0
Sex							
Male	1,131	14.1	27.1	36.4	18.9	3.4	100.0
Female	937	13.8	25.3	38.8	19.1	3.0	100.0
Color							
White	1,891	13.8	27.4	37.1	18.5	3.2	100.0
Nonwhite	177	15.3	14.7	41.8	24.9	3.4	100.0
Academic Average							
A	183	14.8	31.7	31.1	18.6	3.8	100.0
B	899	11.6	27.1	40.4	18.1	2.8	100.0
C	939	16.1	24.9	36.1	19.5	3.4	100.0
D	40	15.0	20.0	32.5	32.5	0.0	100.0
TOTAL	2,071	14.0	26.4	37.5	19.0	3.2	100.0

No information - varies slightly for each characteristic.

Percents may not total 100 due to rounding.

TABLE 11

RATING OF A COLLEGE IN A SMALL TOWN FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

		Rating					
Characteristic	Total Number	Most Dsrbl.	More Dsrbl.	Dsrbl.	Less Dsrbl.	Least Dsrbl.	Total
Location & Type of High School							
		- - - - - - - - - -		Percent	- - - - - - - - - -		
Public							
New Castle County	1,095	15.0	20.3	27.9	28.1	8.7	100.0
Kent & Sussex Counties	516	12.2	20.5	30.0	27.7	9.5	100.0
Private	124	6.5	10.5	29.8	39.5	13.7	100.0
Parochial	315	10.2	18.7	35.2	25.4	10.5	100.0
Sex							
Male	1,114	13.1	20.6	28.5	28.9	8.8	100.0
Female	933	12.9	18.2	31.1	27.6	10.2	100.0
Color							
White	1,871	13.1	20.1	29.5	28.3	9.0	100.0
Nonwhite	176	11.4	13.6	31.2	29.0	14.8	100.0
Academic Average							
A	179	15.1	17.9	21.2	34.1	11.7	100.0
B	892	11.1	20.4	31.5	27.4	9.6	100.0
C	929	14.5	18.8	29.4	28.2	9.0	100.0
D	41	9.8	22.0	36.6	26.8	4.9	100.0
TOTAL	2,050	13.0	19.5	29.7	28.3	9.5	100.0

No information - varies slightly for each characteristic.

Percents may not total 100 due to rounding.

TABLE 12

RATING OF A SCHOOL WITH FRATERNITIES AND SORORITIES FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

		Rating					
Characteristic	Total Number	Most Dsrbl.	More Dsrbl.	Dsrbl.	Less Dsrbl.	Least Dsrbl.	Total
Location & Type of High School							
		- - - - - - - - - -		Percent	- - - - - - - - - -		
Public							
New Castle County	1,097	11.6	21.1	29.2	27.4	10.7	100.0
Kent & Sussex Counties	516	12.4	20.0	34.7	27.7	5.2	100.0
Private	125	9.6	25.6	28.0	17.6	19.2	100.0
Parochial	316	10.1	16.8	38.3	24.1	10.8	100.0
Sex							
Male	1,121	11.5	21.9	34.1	24.1	8.4	100.0
Female	929	11.4	18.5	29.3	29.2	11.6	100.0
Color							
White	1,875	10.7	20.3	31.6	27.0	10.4	100.0
Nonwhite	175	19.4	21.1	35.4	19.4	4.6	100.0
Academic Average							
A	180	8.9	16.7	20.0	38.3	16.1	100.0
B	889	10.7	19.6	31.0	26.8	11.9	100.0
C	936	12.5	21.9	34.8	23.9	6.8	100.0
D	40	15.0	27.5	30.0	25.0	2.5	100.0
TOTAL	2,054	11.4	20.4	31.9	26.4	9.8	100.0

No information - varies slightly for each characteristic.

Percents may not total 100 due to rounding.

TABLE 13

RATING OF A SCHOOL WITH WINNING ATHLETIC TEAMS FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

		Rating					
Characteristic	Total Number	Most Dsrbl.	More Dsrbl.	Dsrbl.	Less Dsrbl.	Least Dsrbl.	Total
Location & Type of High School							
		- - - - - - - - - -		Percent	- - - - - - - - - -		
Public							
New Castle County	1,103	8.2	17.2	35.7	27.8	11.1	100.0
Kent & Sussex Counties	514	6.6	16.5	38.3	27.8	10.7	100.0
Private	122	4.1	18.0	36.9	19.7	21.3	100.0
Parochial	316	7.0	15.2	36.1	29.1	12.7	100.0
Sex							
Male	1,124	9.2	18.7	35.4	25.6	11.0	100.0
Female	928	5.1	14.3	37.9	29.8	12.8	100.0
Color							
White	1,875	6.7	16.8	36.3	28.2	12.0	100.0
Nonwhite	177	14.1	15.8	39.0	20.9	10.2	100.0
Academic Average							
A	181	3.9	15.5	32.0	33.7	14.9	100.0
B	889	5.1	17.0	37.2	28.3	12.4	100.0
C	936	9.9	16.6	37.0	26.1	10.5	100.0
D	40	12.5	20.0	32.5	20.0	15.0	100.0
TOTAL	2,055	7.3	16.8	36.5	27.5	11.8	100.0

No information - varies slightly for each characteristic.

Percents may not total 100 due to rounding.

TABLE 14

PERCEIVED ACADEMIC REPUTATION OF THE UNIVERSITY OF DELAWARE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

		Academic Reputation					
Characteristic	Total Number	Excellent	Above Average	Average	Below Average	Poor	Total
Type & Location of High School							
		Percent					
Public							
New Castle County	1,107	20.8	56.4	21.7	0.7	0.4	100.0
Kent & Sussex Counties	512	22.1	60.0	15.8	1.4	0.8	100.0
Private	130	7.7	46.2	42.3	2.3	1.5	100.0
Parochial	317	27.1	57.7	13.9	1.0	0.3	100.0
Sex							
Male	1,132	20.2	55.8	21.8	1.3	0.8	100.0
Female	934	22.5	58.0	18.5	0.6	0.3	100.0
Color							
White	1,877	20.8	57.8	19.8	1.0	0.6	100.0
Nonwhite	185	24.9	47.6	25.4	1.6	0.5	100.0
Academic Average							
A	183	21.8	55.7	20.8	1.1	0.5	100.0
B	874	20.9	60.3	17.9	0.4	0.4	100.0
C	939	21.7	54.1	22.0	1.5	0.6	100.0
D	41	12.2	58.5	29.3	-	-	100.0
TOTAL	2,066	21.2	56.9	20.3	1.0	0.6	100.0

No information for 150 students.

Percents may not total 100 due to rounding.

TABLE 15

PERCEIVED ACADEMIC REPUTATION OF DELAWARE STATE COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

Characteristic	Total Number	Excellent	Above Average	Average	Below Average	Poor	Total
		Academic Reputation					
Type & Location of High School							
		Percent					
Public							
New Castle County	1,001	0.7	9.9	69.2	16.3	3.9	100.0
Kent & Sussex Counties	498	3.4	16.2	67.9	9.8	2.6	100.0
Private	106	0.9	2.8	59.4	28.3	8.5	100.0
Parochial	306	1.0	9.2	66.3	19.6	3.9	100.0
Sex							
Male	1,053	0.5	8.5	66.3	19.7	5.0	100.0
Female	858	2.7	14.1	69.8	11.0	2.3	100.0
Color							
White	1,724	0.9	9.5	68.4	17.0	4.1	100.0
Nonwhite	184	6.5	26.0	62.5	3.8	1.1	100.0
Academic Average							
A	170	0.0	7.0	67.0	22.9	3.0	100.0
B	824	2.0	10.2	67.1	16.6	4.0	100.0
C	869	1.3	12.4	68.8	13.6	3.9	100.0
D	39	0.0	12.8	69.2	17.9	0.0	100.0
TOTAL	1,911	1.5	11.0	67.9	15.8	3.8	100.0

No information for 305 students.

Percents may not total 100 due to rounding.

TABLE 16

PERCEIVED ACADEMIC REPUTATION OF WESLEY COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY SELECTED CHARACTERISTICS, 1966

Characteristic	Total Number	Academic Reputation Excellent	Above Average	Average	Below Average	Poor	Total
Type & Location of High School							
		Percent					
Public							
New Castle County	994	4.1	19.7	62.5	11.0	2.7	100.0
Kent & Sussex Counties	498	3.0	28.1	61.2	5.8	1.8	100.0
Private	108	4.6	8.3	50.9	25.9	10.2	100.0
Parochial	306	2.6	16.0	58.2	18.0	5.2	100.0
Sex							
Male	1,043	3.6	21.2	58.8	12.0	4.4	100.0
Female	863	3.5	20.0	63.3	11.1	2.0	100.0
Color							
White	1,747	3.5	20.0	61.0	12.1	3.4	100.0
Nonwhite	156	5.1	26.9	59.6	6.4	1.9	100.0
Academic Average							
A	169	1.2	14.2	68.6	13.0	3.0	100.0
B	826	2.5	19.0	60.5	14.6	3.3	100.0
C	864	5.2	23.3	59.3	8.7	3.5	100.0
D	39	2.6	28.2	61.5	7.7	0.0	100.0
TOTAL	1,906	3.6	20.7	60.8	11.6	3.3	100.0

No information for 310 students.

Percents may not total 100 due to rounding.

TABLE 17

GENERAL IMPRESSION OF THE UNIVERSITY OF DELAWARE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY SEX, 1966

	Sex					
	Male		Female		Total	
Impression	N	%	N	%	N	%
Know little about the school	49	4.3	36	3.6	85	4.0
General positive statement (a good school, fine school)	261	22.9	275	27.5	536	25.1
General negative statement (poor school, don't like it)	47	4.1	40	4.0	87	4.1
Difficult academic program	189	16.6	153	15.3	342	16.0
Reference to social life	51	4.5	80	8.0	131	6.1
Variety of courses	44	3.9	72	7.2	116	5.4
Location and layout of school	46	4.0	52	5.2	98	4.6
Athletic program	45	4.0	11	1.1	56	2.6
Reference to size of school	47	4.1	51	5.1	98	4.6
Too close to home	28	2.5	45	4.5	73	3.4
Inadequate courses	33	2.9	25	2.5	58	2.7
Cost	17	1.5	9	0.9	26	1.2
Reference to person or relative	11	1.0	12	1.2	23	1.0
Little change from high school	9	0.8	16	1.6	25	1.2
Specific Department Mentioned						
Engineering	181	15.9	44	4.4	225	10.5
Liberal Arts (history, art, etc.)	25	2.2	14	1.4	39	1.8
Sciences (chemistry, physics, etc.)	26	2.3	17	1.7	43	2.0
Agriculture	17	1.5	5	0.5	22	1.0
College of Education	8	0.6	19	1.9	27	1.3
Home Economics	1	0.1	12	1.2	13	0.6
Secretarial Courses	2	0.2	4	0.4	6	0.3
Physical Education	1	0.1	3	0.3	4	0.2
Nursing	-	-	4	0.4	4	0.2
TOTAL	1,138	100.0	999	100.0	2,137	100.0

No information for 79 students.

Percents may not total 100 due to rounding.

TABLE 18

GENERAL IMPRESSION OF THE UNIVERSITY OF DELAWARE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY COLOR, 1966

	Color					
	White		Nonwhite		Total	
Impression	N	%	N	%	N	%
Know little about the school	61	3.1	24	12.4	85	4.0
General positive statement (a good school, fine school)	493	25.4	43	22.3	536	25.1
General negative statement (poor school, don't like it)	74	3.8	13	6.7	87	4.1
Difficult academic program	303	15.6	38	19.7	341	16.0
Reference to social life	117	6.0	13	6.7	130	6.1
Variety of courses	99	5.1	17	8.8	116	5.4
Location and layout of school	91	4.7	7	3.6	98	4.6
Athletic program	53	2.7	3	1.6	56	2.6
Reference to size of school	92	4.7	6	3.1	98	4.6
Too close to home	70	3.6	3	1.6	73	3.4
Inadequate courses	52	2.7	6	3.1	58	2.7
Cost	19	1.0	7	3.6	26	1.2
Reference to person or relative	23	1.2	-	-	23	1.1
Little change from high school	25	1.3	-	-	25	1.2
Specific Department Mentioned						
Engineering	217	11.2	7	3.6	224	10.5
Liberal Arts (history, art, etc.)	37	1.9	2	1.0	39	1.8
Sciences (chemistry, physics, etc.)	40	2.1	3	1.6	43	2.0
Agriculture	22	1.1	-	-	22	1.0
College of Education	27	1.4	-	-	27	1.3
Home Economics	13	0.7	-	-	13	0.6
Secretarial Courses	6	0.3	-	-	6	0.3
Physical Education	3	0.2	1	0.5	4	0.2
Nursing	4	0.2	-	-	4	0.2
TOTAL	1,941	100.0	193	100.0	2,134	100.0

No information for 82 students.

Percents may not total 100 due to rounding.

TABLE 19

GENERAL IMPRESSION OF THE UNIVERSITY OF DELAWARE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY ACADEMIC AVERAGE, 1966

(By percentage)

	Academic Average				
Impression	A (N=183)	B (N=916)	C (N=990)	D (N=41)	Total (N=2,130)
Know little about the school	1.1	2.5	5.6	7.3	3.9
General positive statement (a good school, fine school)	25.1	26.1	24.1	26.8	25.1
General negative statement (poor school, don't like it)	1.6	4.5	4.2	-	4.0
Difficult academic program	9.3	13.4	19.4	22.0	16.0
Reference to social life	4.4	5.5	6.9	12.2	6.2
Variety of courses	2.7	6.6	5.0	-	5.4
Location and layout of school	6.0	4.5	4.2	9.8	4.6
Athletic program	1.1	2.2	3.2	2.4	2.6
Reference to size of school	2.7	5.8	3.8	4.9	4.6
Too close to home	6.6	3.6	2.7	2.4	3.4
Inadequate courses	4.9	2.7	2.4	2.4	2.8
Cost	-	2.0	0.8	-	1.2
Reference to person or relative	1.1	1.1	1.0	2.4	1.1
Little change from high school	2.7	1.0	1.1	-	1.2
Specific Department Mentioned					
Engineering	21.9	10.5	8.7	4.9	10.5
Liberal Arts (history, art, etc.)	1.6	2.0	1.8	-	1.8
Sciences (chemistry, physics, etc.)	4.9	2.3	1.3	-	2.0
Agriculture	1.1	1.0	1.1	-	1.0
College of Education	-	1.3	1.6	2.4	1.2
Home Economics	1.1	0.5	0.6	-	0.6
Secretarial Courses	-	0.5	0.1	-	0.3
Physical Education	-	0.1	0.3	-	0.2
Nursing	-	0.3	0.1	-	0.2
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 86 students.

Percents may not total 100 due to rounding.

TABLE 20

GENERAL IMPRESSIONS OF DELAWARE STATE COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY SEX, 1966
(By percentage)

	Sex		
Impression	Male (N=1,039)	Female (N=900)	Total (N=1,939)
Know little about the school	21.8	26.3	23.9
Reference to its being a Negro school	34.6	30.9	32.9
General positive impression (a good school, fine school)	4.1	7.4	5.7
General negative impression (poor school, don't like it)	11.0	9.0	10.1
Location	4.3	5.1	4.7
No desire to attend	3.9	1.9	3.0
Reference to social life	1.7	2.2	2.0
Difficult academic program	0.5	0.9	0.7
Easy academic program	1.8	1.4	1.6
Cost	1.6	1.9	1.8
Reference to problems of the school	1.8	0.9	1.4
Close to home	0.4	1.4	0.9
Far from home	0.3	0.1	0.2
Reference to person or relative	0.5	0.7	0.6
Other	1.2	1.3	1.2
General Reference to Subjects	1.1	2.3	3.6
Specific Department Mentioned			
Physical Education	4.5	2.6	3.6
Teaching	1.9	1.9	1.9
Agriculture	2.0	1.1	1.6
Liberal Arts (history, art, etc.)	0.3	0.3	0.3
Sciences (chemistry, physics, etc.)	0.5	0.2	0.4
TOTAL	100.0	100.0	100.0

No information for 277 students.

Percents may not total 100 due to rounding.

T A B L E 21

GENERAL IMPRESSIONS OF DELAWARE STATE COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY COLOR, 1966

(By percentage)

	Color		
Impression	White (N=1,745)	Nonwhite (N=190)	Total (N=1,935)
Know little about the school	25.7	6.3	23.8
Reference to its being a Negro school	36.0	5.3	33.0
General positive impression (a good school, fine school)	4.0	21.6	5.7
General negative impression (poor school, don't like it)	10.1	10.6	10.1
Location	4.8	3.7	4.7
No desire to attend	3.2	1.6	3.0
Reference to social life	1.0	11.0	2.0
Difficult academic program	0.5	2.6	0.7
Easy academic program	1.3	4.7	1.6
Cost	1.4	4.7	1.7
Reference to problems of the school	1.5	-	1.4
Close to home	0.5	4.7	0.9
Far from home	0.2	-	0.2
Reference to person or relative	0.2	4.2	0.6
Other	1.1	1.6	1.2
General Reference to Subjects	1.2	5.8	1.6
Specific Department Mentioned			
Physical Education	3.0	8.9	3.6
Teaching	1.9	1.6	1.9
Agriculture	1.7	0.5	1.6
Liberal Arts (history, art, etc.)	0.3	-	0.3
Sciences (chemistry, physics, etc.)	0.3	0.5	0.4
TOTAL	100.0	100.0	100.0

No information for 281 students.

Percents may not total 100 due to rounding.

TABLE 22

IMPRESSION OF DELAWARE STATE COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN POST-HIGH SCHOOL TRAINING BY ACADEMIC AVERAGE, 1966
(By percentage)

	Academic Average				
Impression	A (N=169)	B (N=841)	C (N=890)	D (N=34)	Total (N=1,934)
Know little about the school	18.3	24.0	24.9	23.5	23.9
Reference to its being a Negro school	37.3	32.3	32.7	35.3	32.9
General positive impression (a good school, fine school)	3.0	4.9	7.0	5.9	5.7
General negative impression (poor school, don't like it)	14.2	10.5	9.1	2.9	10.0
Location	5.3	4.8	4.6	2.9	4.7
No desire to attend	3.0	2.8	3.0	5.9	3.0
Reference to social life	0.6	2.0	2.0	2.9	1.9
Difficult academic program	1.2	0.1	1.1	-	0.8
Easy academic program	1.8	1.5	1.6	5.9	1.6
Cost	2.3	1.7	1.7	-	1.7
Reference to problems of the school	1.8	1.7	1.1	-	1.4
Close to home	0.6	1.0	0.9	-	0.9
Far from home	-	0.2	0.2	-	0.2
Reference to person or relative	-	0.1	1.0	2.9	0.6
Other	2.3	1.3	1.0	-	1.2
General Reference to Subjects	0.6	2.5	1.1	-	1.6
Specific Department Mentioned					
Physical Education	3.0	3.8	3.3	11.8	3.6
Teaching	1.2	1.9	2.1	-	1.9
Agriculture	2.3	1.8	1.3	-	1.6
Liberal Arts (history, art, etc.)	1.2	0.4	0.1	-	0.3
Sciences (chemistry, physics, etc.)	-	0.7	0.1	-	0.4
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 282 students.

Percents may not total 100 due to rounding.

TABLE 23

GENERAL IMPRESSIONS OF WESLEY COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY SEX, 1966

	Sex					
	Male		Female		Total	
Impression	No.	%	No.	%	No.	%
Know little about the school	263	24.7	185	20.2	448	22.6
Reference to junior college	184	17.3	179	19.5	363	18.3
General positive impression (a good school, fine school)	86	8.1	83	9.0	169	8.5
General negative impression (poor school, don't like it)	96	9.0	103	11.2	199	10.1
Athletic program	105	9.8	24	2.6	129	6.5
Reference to size of school	66	6.2	59	6.4	125	6.3
Reference to social life	42	3.9	29	3.2	71	3.6
Easy academic program	49	4.6	50	5.4	99	5.0
Difficult academic program	9	0.8	10	1.1	19	1.0
Church affiliation	37	3.5	45	4.9	82	4.1
Interest in attending	8	0.8	3	0.3	11	0.6
No interest in attending	21	2.0	33	3.6	54	2.7
Location and layout of school	21	2.0	20	2.2	41	2.1
Close to home	14	1.3	19	2.1	33	1.7
Cost	19	1.8	18	2.0	37	1.9
Other	7	0.6	6	0.6	13	0.6
General Reference to Subjects	10	0.9	26	2.8	36	1.8
Specific Department Mentioned						
Business courses	16	1.5	11	1.2	27	1.4
Liberal Arts (history, art, etc.)	10	0.9	12	1.3	22	1.1
Chemistry	-	-	3	0.3	3	0.1
Technical courses	2	0.2	-	-	2	0.1
TOTAL	1,065	100.0	918	100.0	1,983	100.0

No information for 233 students.

Percents may not total 100 due to rounding.

TABLE 24

GENERAL IMPRESSION OF WESLEY COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY COLOR, 1966

	Color					
	White		Nonwhite		Total	
Impression	No.	%	No.	%	No.	%
Know little about the school	376	20.7	72	44.2	448	22.6
Reference to junior college	349	19.2	14	8.6	363	18.3
General positive impression (a good school, fine school)	156	8.6	11	6.7	167	8.4
General negative impression (poor school, don't like it)	184	10.2	15	9.2	199	9.9
Athletic program	121	6.6	8	4.9	129	6.5
Reference to size of school	122	6.7	3	1.8	125	6.3
Reference to social life	69	3.8	2	1.2	71	3.6
Easy academic program	97	5.3	2	1.2	99	5.0
Difficult academic program	17	0.9	2	1.2	19	1.0
Church affiliation	78	4.3	4	2.5	82	4.1
Interest in attending	11	0.6	0	0.0	11	0.6
No interest in attending	40	2.2	13	8.0	53	2.8
Location and layout of school	38	2.1	3	1.8	41	2.1
Close to home	31	1.7	2	1.2	33	1.7
Cost	33	1.8	4	2.5	37	1.9
Other	13	0.7	0	0.0	13	0.7
General Reference to Subjects	32	1.8	4	2.5	36	1.8
Specific Department Mentioned						
Business courses	27	1.5	0	0.0	27	1.4
Liberal Arts (history, art, etc.)	19	1.0	3	1.8	22	1.1
Chemistry	2	0.1	1	0.6	3	0.2
Technical courses	2	0.1	0	0.0	2	0.1
Secretarial courses	-	-	-	-	-	-
TOTAL	1,817	100.0	163	100.0	1,980	100.0

No information for 236 students.

Percents may not total 100 due to rounding.

TABLE 25

GENERAL IMPRESSIONS OF WESLEY COLLEGE FOR A SAMPLE OF DELAWARE HIGH SCHOOL SENIORS WHO PLAN ON POST-HIGH SCHOOL TRAINING BY ACADEMIC AVERAGE, 1966
(By percentage)

	Academic Average				
Impression	A (N=171)	B (N=865)	C (N=903)	D (N=37)	Total (N=1,976)
Know little about the school	17.0	22.8	23.6	18.9	22.6
Reference to junior college	21.6	17.8	17.7	27.0	18.3
General positive impression (a good school, fine school)	4.7	7.7	9.7	16.2	8.6
General negative impression (poor school, don't like it)	16.9	9.6	9.5	2.7	10.1
Athletic program	7.0	6.0	7.2	-	6.5
Reference to size of school	4.7	7.2	5.9	5.4	6.3
Reference to social life	2.3	4.0	3.3	5.4	3.6
Easy academic program	7.6	6.2	3.3	5.4	5.0
Difficult academic program	0.6	0.5	1.6	-	1.0
Church affiliation	7.6	3.6	4.0	2.7	4.1
Interest in attending	0.6	0.3	0.7	2.7	0.6
No interest in attending	1.2	3.1	2.5	5.4	2.7
Location and layout of school	1.7	2.3	1.9	-	2.0
Close to home	1.2	2.0	1.5	-	1.7
Cost	1.2	2.4	1.3	5.4	1.9
Other	1.2	0.7	0.6	-	0.6
General Reference to Subjects	1.7	2.0	1.8	-	1.8
Specific Department Mentioned					
Business courses	-	1.2	1.7	2.7	1.3
Liberal Arts (history, art, etc.)	0.6	0.5	1.9	-	1.1
Chemistry	-	0.1	0.2	-	0.2
Technical courses	0.6	-	0.1	-	0.1
TOTAL	100.0	100.0	100.0	100.0	100.0

No information for 240 students.

Percents may not total 100 due to rounding.

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